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ABSTRACT

A three-year global education curriculum project involved over 400 children in inner city, suburban, rural, large, and small elementary schools in Maryland, Virginia, and Washington, D.C. The purposes of the project were to present the concept of global education to principals as well as teachers and to provide a forum for developing ways to use global education in their classrooms. Inservice training, activities in the schools, and evaluation continued through the first two years (1978-1979) of the project. The third year stressed planning beyond the life of the project. Teachers participated in a series of four training workshop sessions and a follow-up consultant visit. They also incorporated a strong global education approach into their social studies classes. The evaluation design for the project employed log keeping, instrumentation which included pre- and posttests, and summative evaluation. Conclusions were: a global education program can have a positive effect on the way children view other nations and peoples, can successfully be integrated into existing social studies programs, and does not reduce a student's understanding of the United States. Also, teacher workshop activities provide a valuable impact. (The volume is divided into five parts: organization, curriculum framework for global perspective, training workshops, in the schools, and evaluation. Four appendices are included: a global education curriculum paper, a lesson plan format with sample lesson plans, an anecdotal observation record, and grade one curriculum). (NE)

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Children and the World

A Global Education Curriculum

Project for the Elementary School

Sponsored by the National
Association of Elementary School
Principals

reported
by

Dorothy J. Skeel
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SP013964

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INTRODUCTION

This is a report on the Pilot Global Education Curriculum Project conducted by the National Association of Elementary School Principals in five different types of elementary schools--inner city, suburban, rural, large and small--in Maryland, Virginia, and Washington, D. C.

After three years, we believe that this project has demonstrated that a global education program at the elementary school level significantly broadens the student's understanding of the increasingly interdependent world around us. We have demonstrated that such a program can appreciably enrich the existing curriculum without adding to the teacher's workload.

Specifically, we conclude from testing instruments and evaluation by the teachers that:

- a global education program can have a positive effect on the way children view other nations and peoples
- a global education does not reduce a student's understanding of the United States.

The findings support the conclusion that students had developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and peoples.

- Global education can be sucessfully integrated into existing social studies programs.
- Schools participating in the project did not adopt an entirely new textbook series or social studies programs but rather integrated global concepts and generalizations into their existing curricular framework.
- Global education workshop activities have valuable impact. The NAESP Workshop Sessions not only helped teachers

conceptualize a global education component for their social studies program, but also has a significant impact on their teaching.

A former Secretary of State wrote, "Some understanding of other peoples, other cultures, other nations is an indispensable part of a liberal education. This is true not only because our community in essential respects, has enlarged far beyond the country or the nation, to the point of becoming global. It is true because a knowledge of others helps us to understand ourselves." [1]

"Approaching social studies from a global perspective is an important new thrust in education. As children, we learn we are part of a family, part of a state, part of a nation. We learn to be American, as we no doubt should. But we need to understand, too, that there is more to us than that. Because nations, cultures, and people are *not* isolated from each other and have functioned interdependently for centuries, it is high time we approached learning about them as participants in, and shapers of, a larger human culture--a culture of which 'American', like 'Kenyan' or 'Japanese', is but one part." [2]

Hopefully, the description and evaluation of this project can be used as a model by other school systems interested in including global education in their curriculums. It is believed that developing positive global attitudes within the elementary school children of today will help them become more effective citizens of the Twenty-first Century.

Samuel G. Sava
Executive Director, NAESP

1 Rusk, Dean, Improving the Teaching of World Affairs : The Glens Falls Story National Council for the Social Studies, 1964. p. III

2 Turner, Winston E., "Expanding Our Horizons Through Global Education", Principal, National Association of Elementary School Principals, November 1980. p.35.

CHAPTER I - ORGANIZATION

In spring 1977, the National Association of Elementary School Principals accepted a grant from the Longview Foundation for Education in World Affairs and International Understanding to direct a pilot Global Education Curriculum Project for the Elementary School. During the three-year pilot project, participants would develop and implement alternative approaches to global awareness in a sample of elementary schools.

The purpose of the project was to present the concept of global education to principals as well as teachers and to provide a forum for developing ways to use global education in their classrooms. Inservice training, activities in the schools and evaluation continued through the first two years of the project, with greater emphasis on classroom application during the second year. The third year stressed planning to continue global education in the schools beyond the life of the project.

The NAESP Global Education Project was not an intensive program that made great demands on participants. Teachers only participated in a series of four workshop sessions each year with only an occasional follow-up consultant visit. They did not undertake developing an entirely new curriculum, but rather modified or adopted an existing course of study. Teachers were given a modest budget for materials of their choosing and were not exposed to any "high powered" media designed specifically for the project. The emphasis throughout the project was on a well-defined set of objectives to be integrated, some

modest support services from the project staff, and creativity and follow-through generated by the teacher and the school. The findings and conclusions are even more impressive when they are compared to other curriculum projects of the sixties and seventies.

Foundation representatives set three guidelines for identifying school to participate in the project.

- Demographic diversity in the types of schools selected
- Principals committed to the concept of education in world affairs and international understanding
- Supportive boards of education and school district administrations.

The project was conducted in the Washington, D. C. area because NAESP headquarters is there, and because human and material resources were easily accessible.

Four metropolitan Washington D. C., schools were selected:

- Gage-Eckington, an inner city school of the District of Columbia
- Kentland, a suburban school in nearby Prince George's County, Maryland

- Dr. Samuel Mudd, a suburban school in Charles County, Maryland which was initially thought to be a rural school
- Thomas Jefferson, a small elementary school in the City of Falls Church, Virginia.

In fall 1978, Mount Hope and Nanjemoy Elementary Schools of Charles County, Maryland, and one administrative unit were added to the project to provide a rural component.

Before deciding on these five school units, the administrations of two other metropolitan area schools were approached, but were hesitant to become a part of the project because of the conservative climate of their communities. The curriculums in these school districts emphasized the basics and school officials were reluctant to introduce the subject of global education. In addition, one school system wanted assurances that the system would not become involved in additional paperwork and officials did not believe that the Foundation would not prescribe project outcomes or approaches to global education.

There was also some initial, but predictable skepticism among those districts that ultimately became involved. In one of the county systems, for example, the Board of Education required statements from the NAESP, the social studies supervisor, and the principal of the school involved that the program would not in any way interfere with the regular course of study and that it was designed to benefit the youngsters involved.

The global education project was launched July 1977 when project staff and consultants and principals of two of the schools held a preliminary meeting at the NAESP headquarters in Arlington, Virginia.

The purpose of this meeting was to describe the project to the principals and answer any questions they might have. The other schools were not represented because they had not received approval from their districts by the date of the meeting.

In attendance were:

Mary Thompson	- Principal, Gage-Eckington School
Margaret O'Hare	- Principal, Kentland School
Dr. Dorothy Skeel	- Professor, Peabody College
James Becker	- Director, Mid-America Program for Global Perspective in Education and Board Member, Longview Foundation
Donald Morris	- Director of School Services, U. S. Committee for UNICEF
Jayne Millar Wood	- Director, Overseas Development Corporation
Merrill Hartshorn	- Executive Director Emeritus, National Council for the Social Studies and Board Member, Longview Foundation
Winston Turner	- Director of Professional Activities

Dr. Skeel, Mr. Hartshorn and Mr. Becker were consultants to the project, working closely with Project Director, Winston Turner and with the schools involved. Mr. Morris and Mrs. Wood served as consultants to the first meeting. Later in the summer when Dr. Mudd and Thomas Jefferson Schools had received approval from their districts, John Vermuelen, Principal of Dr. Mudd and William Thomas, Principal of Thomas Jefferson, joined Mary Thompson, Margaret O'Hare, Merrill Hartshorn and Winston Turner for a meeting at Gage-Eckington School. At this meeting the principals became better acquainted with each other and with the goals of the project. Materials to be used for background and resource information were distributed along with a survey questionnaire to be completed by each school. *

* A copy of the Global Education Curriculum Project for the Elementary School by Dorothy J. Skeel and Sally Oldham and a Selected Bibliography of Global Education Materials can be found in Appendix A.

The first workshop meeting of the entire group of 30 including the teachers was held in fall, 1977. Each school was represented by three to six teachers. John Kimball, Chief of Special Projects Division, Bureau of Public Affairs, U. S. Department of State, made the major presentation. He stressed the importance of identifying the significant questions to ask to get at the roots of today's increasingly complex problems and how difficult it is to know the truth in a society that is changing at an accelerated rate.

An overview of the project was given by Merrill Hartshorn which was followed by a session on how to identify general objectives. Participants were then asked to clarify their own objectives and bring them to the next workshop session. The principals then described in detail the demographic makeup of their schools for the whole group. Dr. Sudha Haley, general supervisor in the Prince George's County Schools, presented a unit on India developed by that school system. She related how approaches used in presenting this material could be adapted for other units on global studies.

The second workshop session was held in winter, 1978, at which time each school presented a skeletal plan for its project. There was also discussion of the general objectives and generalizations underlying the project. The remaining work for the year would focus on training and implementation.

CHAPTER II - CURRICULUM FRAMEWORK FOR GLOBAL PERSPECTIVES

Goal: To help children acquire knowledge, attitudes, values and skills which will aid them to become responsible citizens in an interdependent world.

Objectives

Attitudes: To provide learning experiences that will foster an attitude which:

1. recognizes and perceives the world as an interdependent human community

made up of cultures which have more similarities than differences.

2. recognizes the inevitability and benefits of diversity among peoples and cultures.

3. recognizes the common problems facing the world community.

4. recognizes the realities of world living, including conflict and the need for peaceful settlement.

5. recognizes the constantly changing conditions and status of the world, yet certain fundamental values.

6. recognizes individual self-worth.

7. recognizes that each individual's perception of the world is his own shaped by his experiences and not necessarily shared by others.

Values: to provide an opportunity to evolve a philosophy and value system that takes into account the realities of world living.

To examine values such as cooperation, justice, responsibility, standards of living, and resolution of conflict.

Knowledge: To acquire knowledge about the subcultures in society and the diverse cultures of the world.

To acquire an understanding of the causes and effects of change.

To acquire knowledge of the problems facing the world including over-population, pollution of air and water, food shortages, energy, and resource depletion, health, education, conflict, poverty, deprivation of human rights, urbanized and industrial societies.

Skills: To develop effective human relation skills to the extent that the individual can relate and interact with people from subcultures within his/her culture and diverse cultures of the world.

To develop skills of inquiry and analysis applied and assessed from a global perspective.

To develop decision-making skills utilizing the philosophy and values held by the individual.

To develop problem-solving and coping skills to effect solutions to the problems facing the human community.

Generalizations

The following generalizations should be developed by children as a result of participating in a global education curriculum:

1. The world is becoming increasingly interdependent and the actions of one part or one country may affect all other parts or countries.

2. Cultures develop differently as a result of many factors, including the environment, religion, human and natural resources, etc.

3. Problems facing the world, such as food, poverty, pollution, over-population, etc. require cooperative endeavors by all peoples of the world.

4. Conflict will occur, but peaceful resolution should be attempted.

5. Institutions within societies serve to continue established customs and fundamental values and also to make needed changes.

6. Individuals may practice different customs and possess a different value system, but be effective citizens within their culture and live cooperatively with other cultures in an interdependent world.

CHAPTER III - TRAINING WORKSHOPS

Because global education is frequently perceived as an extra in an already crowed curriculum, the project was designed to assist teachers and principals in acquiring a global perspective, so that this same perspective could be transmitted to the students within the guidelines of the current curriculum.

The success of the project depended on all schools, regardless of their curriculum, agreeing to strive for the same goals. Participants reached concensus that any student within the project would understand that:

- All peoples in the world have many needs in common.
- Individuals may practice different customs and possess different value systems but they are effective citizens within their culture and they live in an interdependent world.
- Problems facing the world such as food, poverty, pollution, and overpopulation require cooperative endeavors by all peoples of the world.
- The world is becoming increasingly interdependent and the actions of one part of the world or one country may affect all other parts or countries.

Also, certain social science concepts which must be understood in the process of developing a global perspective were identified. These concepts would be emphasized at all levels within the schools:

- interdependence
- cultural universals
- cultural diversity
- ethnicity
- self worth
- environment
- land use
- region
- goods
- overpopulation
- scarcity
- conflict

Participants decided to explore five main issues in their teaching units:

- overpopulation
- land use
- food supply
- energy
- distribution of resources

Each school selected a single issue or set of issues to develop, as well as a geopolitical area or areas on which to focus. Since these issues can be difficult to understand in the abstract, participants decided to relate them to specific countries-India, Mexico, Japan, Ghana, the Middle East, and the Netherlands.

Having agreed on a set of goals and on the content areas in which to frame them, the 12 training workshops planned for the three-year project were begun. Each workshop was made up of several components selected from the following:

Learning Laboratories *

During each laboratory one of the social science concepts was presented. The learning activities were designed to clarify the concept for the teachers and principals and to demonstrate teaching techniques to be used with the students. The teachers were expected to apply these techniques in their classrooms and to report back as to the success or problems encountered.

An example of one of the sessions involved role-playing to help participants understand the concept of conflict.

Two volunteers were given task cards asking one to stack a set of blocks and the other to knock them down as soon as they were stacked. The others in the group were asked to carefully observe the behavior of each participant and objectively record their exact behaviors without making any evaluation. After five minutes, or when the volunteers became too upset or discontinued their activity, the role playing was stopped.

The observers were then asked several questions such as:

- What was going on? What do you think the instructions were?
- What was the goal of the block stacker?
- What was his or her behavior?
- How would you behave if you had been in the experiment?

* Dr. Dorothy J. Skeel, consultant to the project, designed and presented the the learning laboratories.

The players were also asked for their reactions, including how they felt and what they wanted to do during the experiment. The whole group then discussed how and when such a role play would be used..

The role playing exercise gave the participants a clear, concise description of conflict. Also, the teaching strategy used was one that could be adapted for any grade level.

Other conflict situations were then presented and discussed.

The concept of interdependence was presented by simulating the international mail system. The participants were divided into groups of five and were told they were to represent a country. Each group selected a name for the country and a leader and postmaster. They also determined what the rules would be for mailing letters in their country.

They then tried to mail a letter to another country using their own mailing rules. They soon found this was impossible since the rules were different. After brainstorming, they decided the postmasters from each country would need to meet and come to a common set of rules. A follow-up to this simulation in the classroom could be a visit to the post office to learn about the international mailing rules.

During another session, the concept of environment and pollution were presented by having the participants throw pieces of paper on the floor. A discussion followed that was guided by such questions as:

- How do you feel about this environment now?
- Have we created any problems?
- How can we solve the problems?
- What are examples of other pollution problems we cause?

Pictures were then used which showed examples of other types of pollution. Discussion followed including examples of how one nation's pollution affected other nations.

Sharing Experiences

In another component used with greater frequency during the second year, participants reported to the total group on their classroom experiences since the previous workshop, including how a concept, issue or cultural experience had been used in the classroom, how it fit within the school district's curriculum and what if any problems had been encountered. This reporting process provided the the project staff with valuable feedback on workshop activities as well as information on how successful each school was in achieving the project goals.

During the third year, each school demonstrated actual lessons that had been taught. These lessons provided valuable experience for the school members and gave them new teaching ideas.

Problem/Issue Component

Most participating teachers felt they did not have sufficient background information on world problems to prepare lessons for their classrooms. Because world issues are developing at an accelerated rate, information needs change rapidly and sufficient resources are not always available. This component was designed to provide the most up to date information available on selected problems and issues and made participants aware of other sources of materials.*

The Washington, D. C. area offered an abundance of people and agencies prepared to provide background information on the global problems/issues that had been identified. For example, the Population Resource Bureau not only gave information on world population trends, but also supplied the participants with a packet of materials that included a pretest of knowledge of world population that could be used with students, selected articles about policies for population control that had been developed by specific countries, and listings of media presentations that could be ordered.

* There are a number of resource guides available. One complied by The Social Studies, a journal, which is particularly useful can be obtained by writing to the Heldref publications, 4000 Albemarle Street, N. W., Washington, D. C. 20016.

Cultural Experience Component

Meeting and talking with individuals from another culture is a very direct way to make that culture more immediate and understandable. It provides the opportunity to learn that there are more similarities among cultures than differences and that stereotypes are rarely valid.

One of the activities included in this component was asking a participant to describe his or her view of another culture which may or may not be accurate and then compare it with reality. In another activity, some group members played roles as residents of an imaginary culture, and other group members were asked to guess what tasks they were performing.

Grade Level/School Grouping

At the end of each workshop, participants were divided according to common grade levels or by school to give them an opportunity to discuss the concept and teaching strategies, the problem/issue information, and the cultural experience and to prepare lesson plans for their classrooms.

A format for the lesson plans was adopted so that they could be easily incorporated in a global idea handbook. See Appendix B.

The participants said that this time to immediately apply the learnings of the day to their own classrooms was indeed important. They could then go back to their schools with definite plans for applying the day's experiences.

Summary

Most of the workshops followed the component format with exceptions occurring at the end of each year when plans for the coming year were made or when evaluation data or instruments were explained. Follow-up interviews with the participants indicated that the workshop format was effective. Among the many comments about the

workshop are these:

- "Speakers and simulations were sequenced so that they seemed to build upon previous sessions"
- "Speakers from various cultural groups helped us to understand these groups and to prepare us for teaching about customs in different countries. These speakers provided a first-hand familiarity with the culture"
- "Many speakers provided a wealth of informational background"
- "Sharing lessons has presented many new ideas".

CHAPTER IV - IN THE SCHOOLS

During the first workshop in fall 1978, each school group developed the global education plan to be used in its classrooms based on the experience of the previous year. A variety of lessons had already been tried and materials had been ordered. The schools had also determined the foci for their curricula: Gage-Eckington would focus on world hunger, housing and population; Thomas Jefferson which has a multiplicity of cultures represented among its students would use the theme of a "roots" study; Kentland, Dr. Mudd, Mount Hope and Nanjemoy would integrate global concepts and issues/problems into their existing courses by emphasizing geography, environment and sociological and political factors of interdependent communities.

Plans and the Curriculum

In making plans for the year, the school groups responded to the following questions:

- What are the school's major goals for this year's global education project?
- What, if any, problems have you identified?
- What changes, if any, will be necessary in the projected program?

- What consultant/other assistance do you need this year?

The on-going curriculum guidelines for each school district were somewhat different, but obviously had many of the same components.

As can be seen by examining the Prince George's County Public Schools Social Studies Program,below, there was already a strong emphasis on other peoples and other lands. With this as a basis, it was not difficult to integrate the global concepts and issues/problems of the project into the curriculum.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS SOCIAL STUDIES PROGRAM

Basic K-12 Program Objectives

With increasing effectiveness, students should be able to:

1. Understand and use the basic concepts and facts needed to live in American Society.
2. Understand and use fundamental comcepts and facts about people in other places.
3. Obtain and interpret social studies facts from reading materials and other sources.
4. Use critical thinking in making decisions.

Shared K-12 Program Objectives

With increasing effectiveness, students should be able to:

5. Respect themselves and others, and assume responsibility for their actions.
6. Understand and live by a consistent pattern of personal beliefs.
7. Work effectively in groups.

ELEMENTARY SCHOOL

GRADE	THEME	UNITS	SKILL EMPHASES
K	Learning With Others	How to Play and Work With Others How to Help Ourselves Our Unique Characteristics	Obtaining facts from pictures Obtaining information from resource persons Working in groups
1	Families Here and in Other Lands	Family Activities Today Family Activities in Another Time Family Activities in Another Land	Summarizing facts from films and filmstrips Clarifying problems and solutions Working in groups
2	Local Communities	Community Services and Workers Using Maps to Get Places Communities in Other Lands	Obtaining information from reading materials Using maps to find places Checking the truthfulness of statements Organizing and presenting information
3	Interdependent Communities	Washington and Its Suburbs Government in Our Lives Cities in Other Parts of the World	Finding information in a library Summarizing facts from audiovisuals Recording and interpreting facts from field trips Clarifying problems and solutions
4	People in Their Environment	Natural Environments Maryland Environments in Different Parts of the World	Interpreting information from reference books Determining directions and distances on maps Establishing logical relationships Working in groups
5	American People Past and Present	The American People Constitutional Rights and Responsibilities Economics in Colonial Times and Today	Summarizing information from reading materials Obtaining facts from graphs and charts Clarifying problems and solutions Presenting conclusions in varied ways
6	Changing World Cultures	Life in Sub-Sahara Africa Life in Latin America Life in Western Europe	Obtaining facts from periodicals Comparing and interpreting mapped data Interpreting information from resource persons Establishing logical relationships

The teachers and principals needed information on the issues/problems, clarification of the concepts, suggested teaching strategies, and information about materials that would be most beneficial in the classroom. The training workshops of the project would provide these necessary components.

Consultant Visits

A particularly useful aspect of the Global Education Project was that it made consultants available to work directly with teachers in their classrooms. A school could request the consultant's services to assist with curriculum development, provide demonstration teaching, observe lessons or special presentations, and for general discussions of global education and teaching techniques.

The most frequent requests from the schools were for demonstrations of how to infuse a global perspective in the ongoing curriculum and how to determine the appropriate global concept to present at a particular grade level.

The consultant explained to the teachers that determining the global concept to select for a particular grade level was based on whether or not there was an example of the concept that would be understandable to that age group. If first graders were studying family structure and responsibilities, then it would be acceptable to study a family structure and responsibilities in another culture to illustrate cultural universals and diversity. First graders could understand that other cultures have a family structure and that it might be somewhat different from their own. Also, roles and responsibilities within the family might have similarities and differences. It is not appropriate to study human rights and the universal declaration of human rights with first graders since they would have difficulty understanding governmental structures and how governments protect peoples' rights. However, this might be taught at fifth or sixth grade levels when students have a better understanding of governmental structure.

In a typical consultant visit, the school might ask that demonstration lessons be taught in kindergarten, second, third and fifth grade, for example. The consultant would also be told what topics were being studied at each grade level. The consultant would then plan lessons that would demonstrate global concepts or problems/issues, but that would be integrated into the current social studies unit for each grade level. Since only a small group of teachers from the school attended the training workshops, schedules were arranged so that all teachers could observe one or more of the lessons and take part in the discussions that followed. Planning the demonstrations so that all teachers could attend helped extend the program throughout the school. Examples of consultant-led demonstration lessons for four grade levels are:

Kindergarten

The class was studying farms and farm animals. The global concepts to be taught were cultural universals and diversity. A series of pictures was used that showed children and farm animals in Africa and Asia. The questions that were asked the children as each picture was observed were crucial to understand the concepts. The consultant asked such questions as:

- What do you see in the picture?
- What is the animal in the picture? What's it doing?
- Is this animal similar to one found on farms that you have been studying? Which one?
- Why is this animal important?
- What might they do if this animal was not found in the country?
- What did the farmers do on the farms you were studying?

Children arrived at the generalization that farm animals do some of the same jobs and provide similar foods no matter where they are found.

During discussions with the teachers following the demonstration, some expressed surprise at the children's responses and their ability to generalize. They also indicated how simple it was to compare and contrast farm animals from different parts of the world and therefore provide the children with an important global concept.

Second Grade

The topic of the second grade social studies unit was I Am An American. The children had already learned the meaning of citizenship, including some rights and responsibilities. The global concepts to be used were cultural universals and diversity. A story was read to the children about a young boy from Egypt who was a sailor on the Nile River. The picture of the boy gave the children an opportunity to see what he looked like and how he was dressed. The discussion with the children centered on three questions:

- What would you tell the boy about being an American?
- What would he tell you about being an Egyptian?
- How would your lives be alike and different?

These questions provided the children with a focus for discovering the similarities and differences of being a citizen of America and of another country.

Third Grade

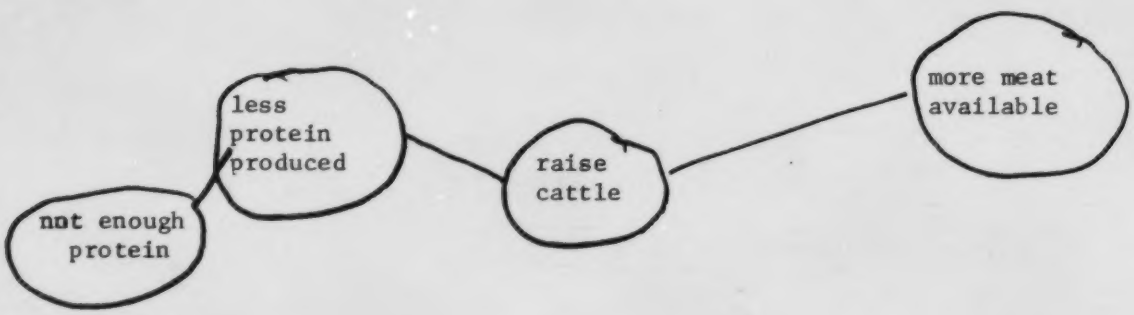
The third grade was studying Norway and the students had been made aware of the limited amount of land available and the necessity for careful use of natural resources. The concept to be introduced was land use, including some problems that arise as decisions are made on how the land will be used.

The students were given the following problem to solve:

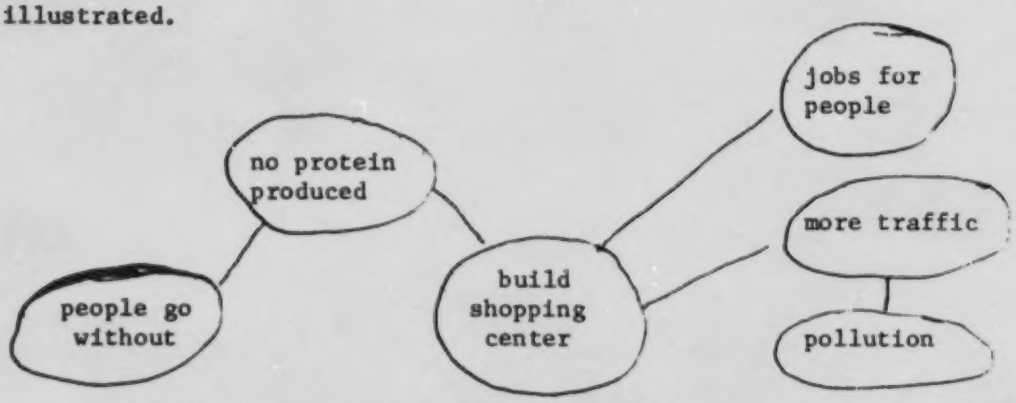
> One acre of grain (cereal) can produce 5 times as much protein as an acre used for raising cattle. Beans and peas can produce 10 times as much and leafy vegetables can produce 20 times as much. With this information, indicate how much protein is being produced if a farmer uses his 10 acres of the land in the following way:

10 ACRES	
5 acres grain (cereal corn)	2 acres leafy vegetables 3 acres beans and peas

They were then asked "What happens when the owner decides to raise cattle on the ten acres?" The consultant then drew a diagram to illustrate how this decision solves some problems and creates others:



After this problem was thoroughly discussed, the consultant asked, "What will occur if the decision is made to use the land to build a shopping center?" Once again all possible things that might happen were discussed and illustrated.



The students then discussed how choices in using land affect life in Norway and other countries.

Fifth Grade

The topic being studied in the fifth grade was food production in the plains states of the United States. The global education concept to be studied was food scarcity. A simulation activity was used to further the understanding of the distribution of resources. The students had been directed not to eat breakfast the morning of the demonstration lesson.

The simulation began with several questions about the plains states, including:

- What is one of the most important capabilities of these states?
- What places in the world need food? Why?
- Can these states provide food for other countries of the world?

The class of 25 students was then divided into groups representing various areas of the world. Each group contained a number of students that was in proportion to the area's population.

A discussion followed which gave the students an opportunity to express their ideas about the distribution of population. Most were quite surprised by the small number in North America and the large number in Asia.

In the next step, 25 paper coupons were distributed to each group to indicate the amount of food each part of the world produced.

The distribution of students and coupons was as follows:

	Population	Food Coupons
Asia	12	7
Europe	4	5
North America	2	10
South America	3	1
Africa	4	1
Australia	1	1

They then had to decide whether their group would keep the food coupons or exchange them with other groups for oil, aircraft, ships, coal, rubber or weapons. After each group had made its decision, the food (cookies, raisins, and so forth) was distributed according to the number of coupons in each group. (None of the groups chose to exchange its' coupons.) Because some groups did not have enough food to go around, the students began to questions why North America and Europe had so much food. Discussion followed in which suggestions were made that might solve the problems, such as show other countries how to grow more food, limit population growth, and export food from countries that have a surplus. The groups agreed that attempting to take food by force would not solve the problem.

After the simulation, the students wrote comments on how they felt about the food problem. One student wrote:

<u>World Hunger</u>

> World hunger has been bad for many many years and will continue to be bad if the population keeps going up.
>
> The game we played helped us understand how bad it really is but no game could ever be as bad as the real thing.
>
> Most of us got mad because America got ten cookies and everybody else got one or less than that. Think how mad countries would get, they are not

talking about cookies but real food that keeps thousands of people from starving. Many countries have much larger populations than America such as China, Africa, and Europe but they hardly get more than half of what America gets.

Even if we could divide the food fairly a good part of the world would starve. I don't think it will get any better.

Recording the Results

As the teachers began incorporating the learning experiences of the project into the on-going curriculum of the school, they were asked to keep logs of global education activities. They were asked to record a description of the learning activity, objectives to be achieved, specific behavior or response of students, and their own response. Through the logs, it was possible to document subtle changes in attitudes or knowledge as they occured within the students. Also, in comparing reactions from the beginning of the year to the end, more drastic changes could be found. In addition, this record gave the teachers themselves and the project personnel an opportunity to review the activities within each classroom. *

As indicated previously, teachers were asked to record,using a specific format, several of the most effective lessons they developed to share with others.**

Special Activities

Each school held special activities to share the experiences of the project with the rest of the school and the community. One of the early activities of Gage-Eckington School was a "Balloon Launch". The students had been studying about world hunger. Each student wrote a message about hunger and placed it in a balloon with a request for a reply to the student and school. The balloons were released from the school to float over Washington, D. C. and the surrounding areas.

* A sample log prepared by a teacher at Dr. Mudd appears in Appendix C.

** These lesson plans appear in Appendix B.

Nanjemoy and Mt. Hope schools prepared a play entitled "Star Power" which brought several persons from another planet to discuss the world problems of energy, pollution and population. Students designed the scenery and costumes and the play was presented to the school children and to parents in a special evening performance.

Kentland School held a school wide program to celebrate the International Year of the Child. The title of the program was "Ring Around the World". The classes demonstrated many of the understandings and concepts developed in the project by presenting cultural activities of countries around the world. Parents, community members and representatives from embassies located in Washington, D. C. participated. The activity received wide publicity in area newspapers.

"World Wide Week" was held at Dr. Mudd School. Each grade level chose a country to represent and demographic information, artifacts and cultural activities of the countries were presented in an exhibition in the cafeteria. The entrance to the exhibition was through a large mock airplane at the school door, and each person had to go through "customs" before entering. The activity was a culmination of the global concepts and issues/problems they had studied during the year. The activity attracted hundreds of people and received both newspaper and television coverage.

Thomas Jefferson School developed comprehensive units of study for the first, third, and fifth grades which implemented their focus on the "roots" theme.*

Summary

Even though each school district had slightly different curriculum guidelines, teachers and principals found it relatively easy to integrate the concepts and issues/problems of the project into the ongoing curriculum. The success of their efforts was documented in the formal evaluation of the project which is described in Chapter Five.

* Copies of these units can be found in Appendix D.

CHAPTER V - EVALUATION

Eighteen teachers from six elementary schools of five school districts in northern Virginia, the District of Columbia, and Maryland, had participated in a series of global education workshops during the 1978-1979 school year. These schools as previously described, represented a large city, a small city, residential suburbs, and a rural area, and the teachers assisted in planning the workshops and in developing the project during the 1977-1978 school year. They incorporated a strong global education approach into their social studies classes on a preliminary basis that year, and more formally with over 400 students in grades 1-6 from September 1978 to June 1979.

Evaluation Design

The evaluation design for the project employed log keeping, instrumentation and summative interviews. The log keeping was discussed in Chapter Two, but the major phase, which used pre and post tests and several other instruments, developped a base of data on the project that allowed Dr. Charles E. Mitsakos, who directed the evaluation phase of the program, to draw a number of conclusions.

The evaluation was designed to assess --the impact of the project on teacher attitudes and teaching behavior and the impact of a global education dimension incorporated into an existing social studies program on (a) student attitudes toward other nations and other peoples, (b)degree of student ethnocentrism or, put conversely, proglobalmindedness.

Teachers

A representative sampling of 11 of the 18 teachers who had participated in the global education workshops and had implemented a well-defined global education dimension within their existing social studies programs were pretested in October 1978

prior to the first global education workshop and post tested in May, 1979 after the last global education workshop.

The instruments used were:

- Global Education Attitude Scale, a Likert-type scale with a set of 30 statements designed to measure the degree of ethnocentrism or political chauvinism. This scale was developed in 1975 by I/D/E/A, Research Division, A Study of Schooling USA, Global Education Substudy. The first 15 items on this scale are the same as those on the student attitude scale, Agree or Disagree.
- Global Education Teaching/Learning Questionnaire, developed by the NAESP Global Education Project in 1978 to gather data on global education teaching and learning materials and activities in elementary schools.

Students

A random sample was drawn from the 449 children from six schools in five districts who had been exposed to five different global education programs. All of the five programs had a common set of objectives and were integrated into an existing social studies program. Although the sampling began with 20 percent of the subjects, no first grade children were included in the final sample because of problems in test administration. Children who had not taken both pre and post-tests were also dropped from the final sample analyzed. These two adjustments brought the total to 16 percent, or 71 students.

They were pretested in early October 1978 before they were exposed to the global education program and post tested in early June 1979 following completion of the global education program.

The instruments used were:

- Agree or Disagree, a Likert-type scale with a set of 15 statements adapted by the FAMES Project at Boston University in 1976 from the chauvinism subscale of I/D/E/A's A Study of Schooling USA. The instrument measured the degree of ethocentrism, or stated conversely, proglobalmindedness.
- DESCRIBING NATIONS, a 12 page scatter inventory adapted by the FAMES Project from the work done in 1974 by Educational Testing Service as part of its Other Nations-Other People study conducted for the United States Office of Education. This modified semantic differential called upon children to select from 22 words or phrases those that best described each of 12 nations (including the United States) and their peoples. The reliability coefficient of the instrument was determined by I/D/E/A Research Division.
- PEOPLE PICTURES, developed by the FAMES Project in 1976 based in part on the work of Lambert and Klineberg for UNESCO in 1967 and Berg at the University of Minnesota in 1971. This instrument was composed of 12 photographs, three each of four standard reference peoples identified by Lambert and Klineberg, (Kenyans, Germans, Chinese, and Americans). Each photograph was followed by a scatter inventory of 18 evaluative descriptions taken from the Lambert and Klineberg study. Children were asked to study the people in the picture and what they were doing and then to draw lines around those words which best described what the children thought.
- HOW I FEEL, a Likert-type scale with smiley faces designed by the FAMES Project in 1976 to measure children's feelings relating to social studies and global education.

Analysis Procedures

The major purpose of the analysis of the data was to determine whether differences existed between pre and post test administration of the instruments. The T test was selected as the statistical method for the analysis. Probabilities reported in each of the tables are 2-tailed probabilities. Since the post test results were expected to be higher than the pretests, hypotheses of interest were directional in nature, therefore, significant results are identified in terms of their level of significance for one-tailed tests at either the .01 or .05 level. The .05 level was set as the critical value throughout this evaluation. The statistics were compiled and the tests of significance run at the University of Maryland under the direction of Mary Batcher.

Student Data and Findings

Agree and Disagree, an instrument designed to measure the degree of political chauvinism or ethnocentrism of the students, was analyzed in two different ways. A t test was run on the differences between pre and post test responses on each of the 15 statements on the Likert-type scale. Group ethnocentrism was analyzed by running a t test on the differences in the group's pre and post test scaled scores for the instrument as a whole.

In completing the instrument, students were asked to respond to fifteen statements on a five-point scale ranging from strongly agreeing to strongly disagreeing. Since all but two of the sentences (3 and 11) were chauvinistic, the higher the score, the less ethnocentrism is indicated. Table I presents the means, standard deviations, and the t value with its probability level of those statements where there were significant differences between the pre and post test results. The t tests were run on pre minus post so that a negative indicates that the post test score was higher

than the pretest score for that statement. Results significant at the .05 level of significance for a one-tailed test are noted with an asterisk. (Stated more simply the probability of these differences just happening by "chance" were five in a hundred.) Results significant at the .01 level for a one-tailed test are indicated with a double asterisk. (The probability of these differences just happening by "chance" were one in a hundred.) Note that a negative t indicates that the post test results were more favorable (displayed less ethnocentrism or chauvinism) than the pretest results.

The responses would indicate that the students interest and support for global education programs in the schools grew as a result of their participation in the Project. In addition the students seemed to conclude that there is little danger to American government from ideas from other countries and that America does not control the world.

Table 2 presents the analysis of the 11 remaining statements which had non-significant pre and post test differences. In all but two of the statements on the table, a high mean score would indicate strong <u>disagreement</u> and thus low ethnocentrism. Two of the statements, 3 and 11, are stated in positive terms; therefore a low mean score would indicate strong agreement and low degree of ethnocentrism. Although there were differences in pre and post test means for these other statements, these small differences were not significant and can be interpreted as due to random error where there is no difference between the means.

The responses suggest that the students' very strong feelings against war or fighting as a means of solving conflict did not change (items 2, 3, and 11); neither did their support for interdependence (item 1, 9, and 10).

TABLE 1

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
4. Schools should teach students that our country is the best in the world.	3.000 (1.606)	3.443 (1.421)	-2.00	.05*
5. The greatest danger to American government comes from ideas from other countries.	2.771 (1.253)	3.300 (1.289)	-2.58	.01**
6. America controls the world.	3.400 (1.592)	3.942 (1.493)	-2.43	.01**
13. Schools waste their time teaching about other countries and people.	4.028 (1.503)	4.400 (1.134)	-1.67	.09*

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

TABLE 2

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH NON SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
1. The U.S. should keep all of its food for itself.	3.814 (1.417)	3.872 (1.413)	-.29	.77
2. If another country does not agree with us, we should fight them.	4.211 (1.372)	4.197 (1.214)	.08	.94
3. Wars between countries can be stopped from happening.	2.169 (1.363)	1.972 (1.25)	1.12	.27
7. We must take care of Americans' before taking care of the people from other countries.	2.507 (1.585)	2.704 (1.497)	-.95	.34
8. It is all right for the American government to lie to another country if this protects the American people.	3.479 (1.520)	3.310 (1.564)	.75	.45
9. Helping other countries is a waste of our money.	3.629 (1.580)	3.529 (1.462)	.40	.69

TABLE 2 (continued)

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH NON SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
10. America is so great that it can solve all of the world's problems by itself.	3.710 (1.496)	3.855 (1.331)	-.73	.47
11. Talking things over with another country is better than fighting.	1.352 (.987)	1.380 (.868)	-.17	.866
12. I think American people are the best in the world.	3.271 (1.503)	3.257 (1.401)	.08	.93
14. There is no sense worrying about the problems of the world because they are too great to be helped by a person like me.	3.394 (1.378)	3.592 (1.283)	-1.03	.31
15. People from other countries should be stopped from living in the U.S.	4.085 (1.481)	3.958 (1.325)	.53	.60

Since the analysis of the individual statements on the Agree or Disagree instrument seemed to indicate that the students were proglobalminded, it was decided to determine the extent of this attitude by computing a proglobalmindedness or ethnocentrism score. After making the mathematical adjustment for items 3 and 11 so that all statements would be weighted in a similar manner, scaled scores were computed by adding the individual item means and dividing the sum by the number of items. Once again, the higher the score the less ethnocentric or the more proglobalminded are student attitudes. A t test was run to determine the significance of the differences between the pre and post test scaled scores. The results are presented in Table 3.

TABLE 3

T TEST ON SCALED SCORES
FOR AGREE OR DISAGREE
PRE AND POST TEST MEANS

Test	Mean	Standard Deviation	T Value	Probability
Pre	3.586	.564	- 2.43	.02*
Post	3.733	.495		

* Significant at .05 for a one-tailed test

The analysis indicated significance at .05 level for a one-tailed test.

Comparisons were made with the I/D/E/A and FAMES samplings and there were no significant differences on individual item means between the NAESP students and the students in the FAMES project. An analysis by inspection

of the scaled scores showed a higher FAMES scaled score (3.94). It is interesting to note that the students' scaled score on the pretest (3.586) was almost identical to that of the I/D/E/A sampling scaled score for elementary students (3.56) The growth in post test scores would appear to be causally related. The students' proglobalmindedness had grown significantly as a result of their participation in the NAESP global education project.

How I Feel was designed to assess students' feeling about social studies, and was analyzed by running a t test on pre and post test means. The results of the test of significance on each of the three questions on the instrument are presented in Table 4. The higher the mean the more positive the students' feelings toward the topic in question.

TABLE 4

STATISTICAL ANALYSIS OF HOW I FEEL

Question	Pretest M and (s.d.)	Post Test M and (s.d.)	T Value	Probability
1. How do you feel when it's time to have social studies?	2.826 (1.043)	2.667 (.995)	1.04	.30
2. How do you feel about the work you have done in social studies?	3.145 (.912)	3.217 (.8555)	-.56	.53
3. How do you feel about learning about people who live in other countries in social studies?	3.529 (.762)	3.529 (.722)	.00	1.00

The analysis indicated there were no significant differences between pre and post test mean scores. Students generally had a positive feeling about social studies and especially about learning about people who live in other countries.

Describing Nations, a scatter inventory assessing children's perceptions of other nations and other peoples, was analyzed in two major ways. Thirteen of the individual terms that students used to describe nations and their peoples were first examined. These terms were identified as most frequently used from the administration of the instrument in two other studies: Other Nations,

Other Peoples (E.T.S. for U.S.O.E.) and FAMES Project (Mitsakos at B.U.). The extent to which students described the 12 nations on the instrument was also compared.

The analysis began by determining means for each description by combining its use across all nations. T tests were then run on the pre and post test differences. Since the t tests were performed on pre minus post, a negative t value indicated that the description was selected more often on the post test than on the pretest. Table 5 presents the analysis of the descriptive terms.

The analysis indicated that there were increases from pre test and post test in the use of all but two of the descriptions, "happy" and "unhappy". However, only two descriptions were used at a statistically significant greater rate, ("warm weather" and "strong"). If a directional test were run "unhappy", it would have been found that students in the pretest chose the description significantly more often than in the post test. Although the number of statistically significant differences in the use of terms was small, the consistency in the increased use of descriptions from pre to post test should be noted. No attempt was made to assess the accuracy in the use of a particular term to describe a particular nation.

Scaled scores were developed to determine the degree to which students described the 12 nations in Describing Nations. These scores were generated by first computing a mean for each description. These means were then summed separately for each country and the resulting sum divided by the number of descriptions on the instrument (22 for each nation except the U.S., which had 18).

TABLE 5

STATISTICAL ANALYSIS OF SELECTED TERMS FROM DESCRIBING NATIONS

Term	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
peaceful	5.817 (3.579)	5.944 (3.281)	- .27	.78
are like us	2.859 (3.213)	3.127 (2.813)	- .59	.56
friendly	5.817 (3.262)	6.479 (3.079)	-1.51	.14
warm weather	3.423 (2.247)	4.042 (2.045)	-2.33	.02*
happy	4.958 (3.169)	4.521 (2.634)	1.07	.29
many farms	3.112 (2.412)	3.169 (2.077)	- .17	.86
many people	3.507 (2.216)	3.944 (1.934)	-1.49	.142
strong	3.690 (2.470)	4.465 (2.222)	-2.35	.02*
warlike	3.761 (2.510)	4.211 (2.443)	-1.40	.17
poor	3.930 (2.173)	4.042 (2.052)	- .35	.73
large	4.338 (2.255)	4.479 (1.874)	- .48	.63
cold weather	3.366 (2.079)	3.507 (2.144)	- .48	.63
unhappy	3.042 (1.634)	2.662 (1.463)	1.86	.06

*significant at .05 for a one-tailed test

The analysis of these scaled scores appears in Table 6. The higher the scaled score the more comprehensive the view the students had of a particular nation and its people. The nations are listed in rank order by scaled post test scores. Note once again that the direction of the mean differences should be used in interpreting these data. A negative t value indicates the post test scaled score was higher than the pretest scaled score.

In eight of the 12 nations, students had higher post test scaled scores than pretest scaled scores indicating that their views of these countries had grown more comprehensive. Six of these increases were at a statistically significant level, (Russia, Spain, United States, Mexico, France, and Israel).

The degree to which students chose descriptions for the United States is in a class by itself, which, of course, was to be expected. On the other hand the increase in the post test scaled score, even though students were in a program with a strong global dimension, should be noted.

The other post test scaled scores seem to fall into the following clusters: Mexico, England, and Japan; Russia, France, Israel, Spain, and China; Egypt; Hopi Indian Nation; and Ghana.

Students' views of other nations and other peoples seemed to have broadened as a result of their involvement with the global education project. This change, however, has not been at the expense of their view of the United States, which has also increased at a statistically significant rate.

People Pictures was administered as another measure of the way in which children viewed other peoples. The evaluative descriptions used in the instrument were categorized as "favorable" (kind, good, friendly, nice, like us, smart, and pretty), "general" (normal, strong, happy, and different), or "unfavorable" (strange, bad, awful, mean, stupid, ugly, and unfriendly). These categories were drawn from the Lambert-Klineberg study for UNESCO and the FAMES Project at Boston University.

A t test was run on differences in the pre and post use of these categories of evaluative descriptions. Table 7 presents the statistical analysis of this test. A lower mean score indicates a more positive view of other peoples on the unfavorable and general factors and a higher mean score indicates a more positive view of other peoples on the favorable factor.

The analysis of the data in Table 7 indicates that the students used unfavorable evaluation descriptions less frequently on the post test than they had used them to describe the people in pictures and what they were doing on the pretest. This finding mirrors that of the FAMES Project subjects. Although there were increases, there were no statistically significant differences in the students' use of favorable and general evaluative descriptions.

Children in the project seemed to have developed a more positive view of the people of other nations. Their performance on People Pictures evidenced a sensitivity to and positive acceptance of cultural diversity.

The following reliability coefficients were determined by the Coefficient Alpha Form on the project data: "Favorable" Scale = .950; "Unfavorable" Scales = .929; and "General" Scale = .895.

TABLE 6

ANALYSIS OF PRE AND POST SCALED SCORES ON DESCRIBING NATIONS

Nation	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
United States	.5000 (.340)	.5407 (.335)	-2.87	.01**
Mexico	.3530 (.192)	.3899 (.221)	-2.01	.05*
England	.3813 (.221)	.3861 (.251)	- .20	.85
Japan	.3765 (.194)	.3815 (.199)	- .31	.76
Russia	.2921 (.169)	.3547 (.192)	-3.50	.002**
France	.2826 (.167)	.3514 (.243)	-2.38	.02*
Israel	.3009 (.165)	.3480 (.209)	-1.98	.05*
Spain	.2815 (.172)	.3430 (.214)	-3.37	.003**
China	.3950 (.211)	.3410 (.207)	2.79	.01
Egypt	.3445 (.193)	.3175 (.193)	.72	.48
Hopi Indian Nation	.2985 (.118)	.2746 (.167)	1.03	.32
Ghana	.2191 (.122)	.2185 (.096)	.05	.96

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

TABLE 7

ANALYSIS OF PRE AND POST MEANS
FOR TYPES OF EVALUATIVE DESCRIPTIONS
ON PEOPLE PICTURES

Type of Evaluative Description	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
Favorable	50.056 (17.552)	51.085 (16.744)	- .47	.64
General	23.493 (10.043)	24.366 (9.381)	- .69	.49
Unfavorable	12.704 (15.091)	8.859 (9.619)	2.74	.008

**Significant at .01 for a one-tailed test

Teacher Data and Findings

Global Education Attitude Scale was administered to teachers on a pre and post test basis, with the pre test given after the first year of the project. The first 15 items on the scale were identical to those on the student attitude scale, Agree or Disagree.

Tests of significance were conducted on the pre and post test responses on the 30 item teacher scale, the post test teacher and student response on the 15 identical items, pre and post test teacher attitude scaled scores (computed by adding the individual item means and dividing the sum by 30), and the teacher attitude scaled scores on responses on the first 15 items with student scaled scores on Agree or Disagree.

Table 8 presents those four statements where there were significant pre and post test differences on the teacher scale. Once again the larger mean and negative t value indicates the post test response disagreed more strongly with the statements indicated.

Table 9 presents the pre and post test teacher attitude scaled scores. Although there was an increase in the mean and a negative t value suggesting somewhat less chauvinism or more proglobalmindedness, this increase was not statistically significant.

TABLE 8

ANALYSIS OF TEACHER GLOBAL EDUCATION
ATTITUDE SCALE STATEMENTS WITH
SIGNIFICANT PRE AND POST TEST DIFFERENCES

	Statement	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
6.	America controls the world.	3.600 (1.265)	4.300 (.675)	-2.09	.06*
7.	We must take care of Americans before taking care of people from other countries.	2.400 (1.430)	3.300 (1.252)	-3.86	.004
18.	A country where people have too many children should not receive food or aid from the U.S.	3.909 (.944)	4.182 (.603)	-1.94	.08*
26.	The U.S. is closer to being ideal than any other country has been.	2.273 (.786)	2.818 (.982)	-2.63	.02*

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

TABLE 9

ANALYSIS OF SCALED SCORES
FOR TEACHER ATTITUDE SCALE
PRE AND POST TEST MEANS

Test	Mean	Standard Deviation	T Value	P
Pre	3.423	1.025		
			-1.35	.18
Post	3.505	1.06		

Table 10 examines the three statements on which there were statistically significant differences between teacher and student post test responses. Both groups evidenced greater proglobalmindedness. The difference is one of degree. Note the small standard deviation in the teacher means in comparison to the student means.

Table 11 compares the differences in the post test scaled scores of teachers based on the first 15 items on their instrument with the post test scaled scores of the students on those same statements on Agree or Disagree. These data along with the data in the previous tables indicate that the teachers in the project were less ethnocentric or evidenced more proglobalmindedness than their students at the beginning of the project.

Teachers completed a Comprehensive Teachers Questionnaire about themselves, their schools, and their teaching techniques and lesson content. The section of the questionnaire relating to the amount of time allotted for social studies and for the teaching of specific content, teaching techniques and learning activities, and the influence of a variety of experiences on the teaching of global education concepts was completed on a pre and post test basis.

An analysis by inspection of these data indicates that the amount of time teachers allotted for social studies, 90-120 minutes per week, did not increase as a result of their involvement with the project. The significant change was in the amount of time devoted to teaching about other nations and other peoples--from an estimated eight (8) weeks total during the school year to twelve (12) weeks. Teachers also indicated that they placed greater

TABLE 10

ANALYSIS OF TEACHER AND STUDENT
POST TEST RESPONSE TO ATTITUDE
STATEMENTS WITH SIGNIFICANT DIFFERENCES

Statement	Student M and (s.d.)	Teacher M and (s.d.)	Value	P
5. The greatest danger to American government comes from ideas from other countries.	3.296 (1.281)	4.273 (.467)	-2.49	.01*
9. Helping other countries is a waste of our money.	3.529 (1.462)	4.455 (.522)	-2.07	.04*
14. There is no sense worrying about the problems of the world because they are too great to be solved by a person like me.	3.592 (1.283)	4.546 (.522)	-2.43	.01*

TABLE 11

ANALYSIS OF STUDENT AND
TEACHER SCALED SCORES
ON ATTITUDE SCALES

Group	Mean	Standard Deviation	T Value	P
Students	3.586	.564		
			-2.43	.02*
Teachers	3.733	.495		

*Significant at .05 for a one-tailed test

emphasis on the teaching of issues or world problems such as population, food supply/food scarcity, and the unequal distribution of wealth and resources as a result of their involvement with the project.

Several learning activities were used more frequently than others in the classrooms. These included more comparative or generalizing activities, more individualized or small group projects, greater preparation and tasting of foods from other nations, and more frequent singing of songs and listening to music from other nations and other peoples.

In comparing pre and post test teacher responses, it was noted that each of the project activities had influenced the teaching of global education concepts, but that the specific workshop sessions on teaching techniques and world problems had the greatest impact.

A sample of teacher participants, one from each of five schools, participated in Teacher Interviews at the close of the 1979-80 school year. Teachers had used the global education program in their classrooms for two years. The purpose of the interviews was to determine teachers' perception of global education and their assessment of the various components of the project. The interviews were conducted by Elaine C. Wells, an outside observer.

When asked to give their idea of global education, the teachers expressed the belief that it shows there are more similarities than differences among the peoples of the world and that countries are interdependent.

> Problems and concerns existing in one part of the world affect other countries .... What we do in our corner of the world affects others.

Asked if they thought global education was important, one teacher stated it this way:

> Yes. Isolation does not help in today's world. There is a great need to learn about interdependence and the impact of actions on other countries. The feeling of concern for others must start in the classroom. Children must develop an open mind and be free from prejudice. The teachers must also have a good attitude about differences, otherwise they will transmit prejudice.

In reporting on any observed changes in the students behavior since they began the global education experience, a teacher explained it this way,

> Students became more aware of events that happened around the world and of the effects these events had on us and other countries. They are more respectful of each other and other people. There is also more group cooperation with the classroom.

In response to the question, "What are the three most important aspects of the project?" teachers reported that they valued:

- The emphasis on likenesses instead of differences among people in the world and the concept that we all share the same basic needs and that everyone has worth and dignity.
- The opportunity to dispel stereotypes about cultures so that positive attitudes can be developed in students.
- Experience in developing ways to incorporate global education into the existing curriculum. (This was seen as a definite plus having much greater importance than providing a totally new curriculum.

SUMMARY AND CONCLUSIONS

Because of the relatively small sample size of students and teachers and the nature of the project, there is reluctance to make sweeping generalizations based on the findings. Some conclusions, however appear warranted.

- A global education program can make a difference. It can have a positive effect on the way children view other nations and other peoples. It helps children accept cultural diversity. A strong global education dimension in a social studies program reduces student ethnocentrism and increases student proglobalmindedness. The findings on student responses to Agree or Disagree, People Pictures, and Describing Nations support this conclusion even more strongly than the earlier research in the field.

- A global education program does not reduce a student's understanding of the United States. Although no comparison was made with children in a traditional program, the findings support the conclusion that students had developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and other peoples. The proglobalmindedness developed does not appear to be at the expense of students' attitudes toward their own country.

- Global education can be successfully integrated into existing social studies programs. Schools participating in the project did not adopt an entirely new textbook series or social studies program but rather integrated global concepts and generalizations into their existing curricular framework.

- Global education workshop activities have valuable impact. The workshop sessions not only helped teachers conceptualize a global education component for their social studies program but also had a significant positive impact on their teaching behavior. Although there was some increase in proglobalmindedness as measured on the global education attitude scale, this increase probably would have been even more significant if this scale had been administered a year earlier, at the beginning of teacher involvement with the project.

* *

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APPENDIX A

Global Education Curriculum Paper

Selected Bibliography

Global Education Curriculum Project

for the Elementary School

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George Peabody College for Teachers

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Longview Foundation

for

Education in World Affairs and
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Part I

Rationale

Global living requires a change in education for the young. That education must provide not only the understandings and skills to live effectively in a global society today, but also the ability to cope with the realities of the future and appreciate those of the past.

How do educators determine what children need to experience to become responsible citizens in an interdependent world? What skills are necessary to confront the perplexing problems of the human community?

A major objective of that education is to develop the ability to perceive the world as an interdependent human community made up of cultures that have more similarities than differences.

In addition, one must recognize that an individual's perception of the world is his own, shaped by his experiences and not necessarily a perception shared by others.

A second objective is to realize that the interdependent human community faces problems of overpopulation of the planet, pollution of the air and water, food shortages, energy and resource depletion, health, education, conflict, poverty, deprivation of human rights, as well as coping with an urbanized and technologically advanced society.

A third objective for global living is to develop a willingness to recognize the inevitability and benefits of diversity among peoples and cultures and the constantly changing status of the world. This recognition of diversity and change requires a human being with knowledge about and appreciation of the world's cultures and an understanding of the causes and effects of change.

With this knowledge and appreciation can develop the fourth objective which is human relations skills to the extent that the individual can relate and interact with people from sub-cultures within his/her culture and diverse cultures of the world.

A fifth objective is to develop the ability to apply skills of inquiry and analysis to information about the world, and to critically assess the information and review it from a global perspective.

A sixth and overarching objective of the education of the young is to evolve a philosophy and value system that takes account of the realities of world living. Examination of values such as cooperation, justice, responsibility, standards of living and peaceful resolution of conflict would be appropriate. The acquisition of decision-making skills which are then applied to that philosophy and value system, is necessary.

The seventh and crucial objective is to help the young develop good self-concepts and the self realization of their worth as individuals in the human community. When this has been accomplished, it is possible for them to relate more effectively to other members of that humanity.

Realistically the above objectives are most difficult to achieve, but optimistically one must pursue them. In such an attempt one must continually assess the components of the school. What are the attitudes, skills and abilities of the teachers? What are the attitudes, skills and abilities of the children? What materials or resources are available in the school and community? What is the feeling of the community? Are there "Get out of the United Nations" signs on the lawns? This information

is needed for determining how curriculum development can best proceed.

The approach should not be piecemeal, adding studies of world cultures as problems to the existing curriculum, but rather the continuous development of a world perspective that permeates all aspects of the curriculum.

Children need to learn to function effectively in their own community, but learn also to view that community as just one of many within the world community.

Individuals who see global education as a threat to the continuation of a nationalist identity will become concerned that the young are developing an ambiguity about their own country in an attempt to understand other countries cultures and their values. Therefore, it would be emphasized that a culture develops as a result of a number of different factors and that each way of life may be best for that group or culture, but may not necessarily be best for everyone. Thus one should avoid stating this is the way "we" do it, but "they" do it differently, but rather develop an attitude of "let's look at how each group does it."

One of the perplexing problems in pursuing global education is the difficulty in finding curriculum materials that avoid a narrow view of the world and give the young sufficient information for them to draw their own conclusions. In an attempt to select materials that will be effective, the criteria on the following pages have been established. The second section of the paper will provide an evaluation of a sample of existing materials. The third and final section will discuss recommendations for implementation of the objectives of global education.

EVALUATION FORM

Title of materials _____

Producer _____

Producer's address _____

Available from _____

KEY: The materials stress or emphasize

.... to a great extent	= 4	... to no extent	= 2
... to some extent	= 3	... unable to judge	= 1

Part I. Rationale and Objectives[1]

A. The following topics are included in the rationale and/or objectives of these materials:

		I.	II.
1.	Intergroup conflict and resolution		
2.	International economics		
3.	Communications (cross-cultural)		
4.	Foreign policy decision-making (world-wide)		
5.	Cultural diffusion		
6.	Population concerns		
7.	Urbanization (world-wide)		
8.	Global environment		
9.	Racism		
10.	Technological change (world-wide)		
11.	Diversity and change (world-wide)		
12.	Interdependence (world-wide)		
13.	Commonalities among people		
14.	Need to transcend ethnocentrism		
15.	Inequitable distribution of basic human necessities		
16.	Impact of culture on self and human experiences		
17.	Culture and language		

B. The following ways of thinking, communicating and behaving are found in the rationale and/or objectives of these materials with a <u>global</u> emphasis:

		I.	II.
1.	Awareness of ethnocentric effects on thinking		
2.	Conceptual thinking		
3.	Comparative thinking		
4.	Critical thinking		
5.	Value analysis		
6.	Moral and policy implications of globalism		
7.	Interpersonal trust		
8.	Motivation to act		
9.	Affect feelings		

[1]Remy, R.C., Nathan, J.A., Becker, J.M., & Torney, J.V. <u>International learning and international education in a global age</u>. Washington, D. C.: National Council for the Social Studies, 1975.

Part II. Content

A. These materials include the following emphases:

1. Biology _____
2. Geograph _____
3. Geology _____
4. Anthropology _____
5. History _____
6. Political Science _____
7. Sociology _____
8. Economics _____
9. Ecology _____
10. Fine Arts _____
11. Social Psychology _____

B. These materials stress man's commonality in the following:

1. Biology _____
2. Geography _____
3. Geology _____
4. Anthropology _____
5. History _____
6. Political Science _____
7. Sociology _____
8. Economics _____
9. Ecology _____
10. Fine Arts _____
11. Social Psychology _____

C. These materials are:

1. Interdisciplinary _____
2. Multi-disciplinary _____
3. Single-discipline _____

D. These materials stress problem-solving: _____

E. These materials stress global concerns and/or problems _____

F. These materials present global conerns and/or problems from the following perspectives:

1. Past _____
2. Present _____
3. Future _____

G. The following topics are treated in these materials: (See column II., Part I.) _____

H. The following ways of thinking, communication, and behaving are treated in these materials with a global emphasis: (See column II., Part I.) _____

I. These materials have a global emphasis: _____

J. The global emphasis in these materials is realistically complex, given its grade level and topic: _____

K. The global emphasis in these materials is broadly conceptualized: _____

L. The global emphasis in these materials is developmental: _____

M. The global emphasis in these materials does not take the "we-they" (Ethnocentric) approach to international education: _____

N. Teachers unfamiliar with global education prior to introduction to these materials could use them effectively: _____

Part III. Comment on the following:

A. Does the producer of the materials suggest any procedure for the assessment of the attitudes toward global education of the teachers, students and community?

B. Length of Program:

C. Cost:

D. Availability:

E. General impression of the materials with regard to global education:

Part III

Implementation of Objectives for Global Education in the Elementary School

Selection of schools. Schools selected to participate in the project for implementation of global education in elementary education should meet the following criteria:

1. The administration of the school is supportive of the project and demonstrates an awareness of the importance of developing a curriculum with a global perspective.
2. Teachers within the school are supportive of the project and willing to acquire needed skills and knowledge necessary to implement the program.
3. Materials necessary for implementation of the project are available or can be acquired.
4. Community attitudes toward global education are positive.
5. Children in the schools express a willingness to learn about cultures and problems of the world.

Selection of materials. Based upon the previously established criteria, there is no elementary social studies series which can be used for global education without adaptation by the local school system. The objective of a global education curriculum cannot be accomplished through the introduction of a set of materials. More important is the recognition by the teachers and administrators of the need for global education and the knowledge and skills necessary to implement such a program in their schools.

Preparation of teachers. During a one week workshop prior to the opening of school, or in day-long sessions on Saturdays, teachers need to acquire the following knowledge and skills:

1. Knowledge about the world's population, food supply, energy and resources, and developed and developing nations.

2. Knowledge about theories being advanced to solve problems from a world perspective (Buckminister, Fuller, Harlan Cleveland, Henry Kissinger, etc.)

3. Skills necessary to introduce a problems approach to young children in a variety of ways (inquiry and analysis, simulation, role-playing, case studies, etc).

4. Skills necessary to introduce analysis of conflicting value systems.

5. Refinement of human relations skills that allow the teacher to work effectively with children from all racial and ethnic groups and help children develop these skills using programs such as Magic Circle, Schools Without Failure, The Other Side of the Report Card, etc.

6. Awareness of available materials, and resources for developing improved programs in this area of study.

7. Skills necessary to adapt available materials to meet global objectives.

8. How to decide what to teach? How to locate sources and materials.

A sample of activities for implementation of each global objective.

1. Develop the ability to perceive the world as a human community made up of cultures that have more similarities than differences. Also, to realize that the human community faces problems of overpopulation of the planet, pollution of the air and water, food shortages, energy and resource depletion, as well as coping with an urbanized and technologically advanced society.

   a. Supplement texts with pictures that show people of other cultures expressing the same kinds of emotions as American children--for example, laughing, crying--and point out problems children in both cultures share. Stress how people are alike even though they dress differently or live in different homes. (Most of the recommended series do not take a human community view and tend to stress the differences among peoples rather than similarities. More specifically, they exemplify cultures by extreme contrasts with American culture.)

   b. Divide the class into the major cultures of the world, to provide a microcosm. Research cultures so each group can understand and present the perspective of "their" culture. Stress how over-population, interdependence, urbanization, and technology effect the total world population. (Children need to visualize that their nation makes up a small proportion of the world population but uses a large proportion of the world's resources.)

2. Develop a willingness to recognize the inevitability of diversity among cultures and peoples, and the constantly changing status of the world.

   a. Demonstrate the concept of diversity in the classroom by discussing that because children have different parents, they each look different, but because they are all human beings they too have much in common.

   b. Treat geographic diversity and how it affects homes, clothing, food, and employment.

   c. Locate children's books that demonstrate how change occurs, such as The Little House and discuss how change occurs within each family and community.

   d. Develop case studies of individuals in different culture groups.

   e. Visit schools which are ethnically or culturally different from yours and invite students for a return visit.

   f. Invite a foreign family into the classroom to demonstrate aspects of their culture.

   g. Trace the change of the local community through pictures and discussion with senior citizens.

3. Develop the ability to apply skills of inquiry and analysis to information about the world, and to critically assess the information and review it from a global perspective.

   a. Utilize newspapers, news magazines, television programs, and other other news services to acquire current information about the world.

   b. Introduce inquiry skills if they are not required by the series.

   c. Introduce the idea that records about events may be recorded from different perspectives and should therefore, be closely analyzed. Introduce descriptions of events written from different perspectives and analyze them.

4. Develop human relations skills to the extent that the individual can relate and interact with people from sub-cultures within his/her culture and diverse cultures of the world.

   a. Participate in Magic Circle activities where children have the opportunity to express personal feelings, and to listen to others express theirs.

   b. Establish a classroom atmosphere where he/she demonstrates that each person is accepted.

   c. Role-play interpersonal problem situations.

5. Evolve a philosophy and value system that faces the realities of world living. The acquisition of decision-making skills which are then applied to that philosophy and value system, is necessary.

   a. Develop the idea that decisions of individuals often affect other nations of the world (e.g., oil pricing). (Older children can participate in simulations such as Dangerous Parallel.)

   b. Discuss how value systems develop. Have children establish an artificial value system for the classroom and abide by it.

   c. Role-play decision-making of world problems.

   d. Pinpoint current events on a large world map with pictures and articles.

6. Develop good self-concepts and the self realization of worth as individuals in the human community.

   a. Make each child aware of his/her contribution to the classroom situation.

   b. Have young children draw outline maps of each other and fill in feelings and emotions.

   c. Make a list of all the things that the children use that are from other countries, to heighten their awareness of themselves as consumers and producers in a world community.

In closing, it should be emphasized that in attempting to create a global perspective curriculum the most important factors to consider are: 1) the development of an atmosphere in the school and community that fosters ideas of global living, and 2) the involvement of teachers concerned about global education and prepared with skills and knowledge to implement the program in the classroom.

Problems that may be encountered:

1. Emphasis in the early grades particularly is placed on reading, language arts, and math and in later grades limited time is devoted to social studies. Support for this position is being received from the recent "back to basics movement." School systems must recognize that acquisition of social studies attitudes, skills and knowledge is very basic to living in the world community and so establish their priorities.

2. Teachers and administrators in their own educational preparation have in many cases not been exposed to the concepts and knowledge necessary for implementation of global education. In-service education is necessary.

3. Skepticism about global education indicating that its inclusion in the curriculum is close to being unpatriotic. Almost any daily newspaper pinpoints a global problem whether it's an oil spill that contaminates the oceans for all, food shortages caused by drought that unbalance the world market or terrorism inflicted upon a group not necessarily the group that triggered the hostility. What further documentation is needed?

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APPENDIX B

Lesson Plan Format

Sample Lesson Plans

GLOBAL EDUCATION PROJECT

LESSON FORMAT

Prerequisite skills or content:	(Are there specific skills or concepts needed prior to this lesson:)
Objective:	(Give overall objective for the lesson)
Generalization:	(Which generalization will this lesson help the students reach?)
Concept/s	(Which concepts will be introduced or extended in the lesson?)
Issue:	(If so, to which issue will the lesson be related?)
Culture:	(Is there a specific culture as a part of the study?)
Materials:	(Include bibliographical information if using specific resources)
Procedure:	(How will the lesson be developed?)
Evaluation:	(What method/s will be utilized to determine if objective has been met?)
Follow-up:	(Are there follow-up activities that should be completed?)

Kindergarten

Lois Blevins
Falls Church

Prerequisites: Study of own immediate family members, home and community.

Some Globe lessons, i.e., journey of Columbus. Thanksgiving - journey of Mayflower and Pilgrims.

Objective: Students will attach name labels to a world map connecting name to one or two countries from their family heritage.

Generalization: Individuals from different cultures can live cooperatively with other cultures.

Concepts: Self-worth; Cultural diversity; Interdependence.

Culture: Varied - according to individuals in class.

Materials: World Map--yarn, pins, name labels, for follow-up activity--wood, paint, ditto of tree and apples, magic markers.

Procedures:

1. Discussion - pictures - Nation of Immigrants.
2. Send home cover letter explaining project and family interview.
3. Bulletin Board - World Map, locating countries of origin, connecting country with child's name label, or flag with name attached to toothpick.
4. Compare distances from U. S. as they appear visually, i.e., Peru to Virginia.
   Compare people from the same country of origin-who? Do they have the same hair color? Eye color?
5. Read stories of children from different lands.
6. View Films: Mexican Boy, The Story of Pablo, Japan, Farmers of India.
7. Follow-up Activity: "Family Tree" for gift.
   a. Wood - sand and paint white
   b. Prepare tree and apples - cut out, color with magic marker, write appropriate names (self or teacher), (Immediate family - grandparents on each side).
   c. Paste apples on tree, tree on wood.
   d. Cover with clear plastic spray.
   e. Wrap and take home for gifts.

Kindergarten - Mexico

Lois Blevins
Falls Church

Prerequisites: Home and Family Unit, Heritage of Family Lesson, Introductory Music and Visual Aids on Families around the world.

Objective: Student will complete booklet on story about a Mexican boy and participate in group and individual projects related to study of Mexico.

Generalization: All peoples of the world have many needs in common.

Concepts: Cultural universals; Cultural diversities.

Culture: Village boy living in Mexico.

Materials: Books: Pizarro by Robert Varra
Projects: Mexico by Claude Soieillant, other books by Leo Politi
Records: Unicef - "Songs for a Peaceful World"
"International Song Time" -Silver Burdett Co.
"Children's Songs of Mexico" -Bowmar Records
*"All Purpose Folk Dances" -RCA Victor LPM1623
Filmstrip: Kit #47, Eyegate: "Children Near and Far"
Globe, World Map, Art Materials, Mexican Artifacts.

Procedures:

1. Group Map Lesson - location of Mexico, terrain.
2. Read story, Pizarro. Discuss
3. Class visitor - Artifacts: sombrero, poncho, serape, embroidered dress, Mexican dolls.
4. Visual Aids, Filmstrips, Eyegate, Children Around the World, "Pedro and Maria in Mexico"
Phote, UNICEF, Children in School
Silver Burdett Posters, "Living in Mexico" from "Families Around the World" series.
5. Make a picture and experience story relating to Artifacts seen (#3) or Visual Aids (#4).
6. Food experience: Fry Tortillas - fill with cheese, celery, lettuce, onion, tomato, hot sauce, Eat!
7. Construct Mexican Village. Use picture from "Rosa" by Leo Politi as example to look at and discuss first.
8. Work on Mexican booklet.

9. Read six books from class library on Mexico (Book Look).

10. Listen to Music from Mexico - Records.

11. Clothing - Make ponchos and sombreros.

12. *Learn to dance "La Raspa"

13. Video-tape Mexican activities for parents, concluding with Mexican Fiesta.

LESSON #7 ACTIVITIES MEXICO UNIT

1) Beads - salt dough, string, clay, paint

2) Tacos - fried tortillas, filled with cheese, onion, celery, lettuce, tomato. - Yum

3) Mexican Village - Houses of plaster wood cardboard (stucco). Ground or sand stones, cornstalk and corn for chickens. Trees and people from cardboard and paper mache', paint, cloth, yarn and fabric, crayons, clay for burros, animals, cactus.

4) Mexican Poncho - muslin 20" x 20" fabric, (6-1/2" neck). cut fringed ends, paint with fabric crayons.

5) Pinata - Paper Mache' over ballons, Paint. Surprises inside.

6) Our own book, based on Pizarro, by Robert Varra

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THREE STALKS OF CORN by Leo Politi

MEXICO by Patricia Kent Ross

PIZARRO by Robert Varro

Circle title when finished book.

A MEXICAN FIESTA ..... O L E ! !

MEXICAN SALAD ..... Toss With Gusto

1 large chopped onion
1 large head lettuce, washed and cut-up
2 large tomatoes
1 ripe avocado
1 can Chili Beans, drained
8 oz. pkg. shredded Chedder Cheese
1 lb. cooked, crained Hamburger
1 can Corn
1 can Mexe Beans (or chick peas)

Just before serving, add 1 large package nacho-flavor Corn Chips and 1 large jar Catalina Dressing .... T O S S !

MEXICAN WEDDING CAKES

1 lb. softened Margarine
8 Tbs. powdered Sugar
4 tsp. Vanilla
4 cups Cake Flour
4 cups chopped Pecans

Pre-heat oven 300°. Cream margerine, add sugar and vanila. Measure 4 cups sifted cake flour and mix in pecans. Add to creamed mixture and blend. Roll into large olive-sized balls. Bake 30-40 min. Roll in powdered sugar when warm and again when cold.

November, 1979

Dear Parent(s)

We are learning about ourselves, and our families, as we study about children in the world. We will taste food dishes from other cultures also.

Your child will ask you some questions about your family. Will you please write down the names of family members below? (If you have no objection.) If you know the cultural background of your families (name of country), please note that also.

School pictures will be sent home soon. If you plan to purchase the small grouping (individual pictures), may we have one for a special project that we will be doing. (You will get it back in a different form.) If you do not plan to buy pictures, we will take a snapshot in school.

Thank You

PARENTS and CHILDREN

Name of
Child: _____

Brothers: _____

_____

Sisters: _____

_____

Mother: _____

Father: _____

Family Origins

Name of
Mother's Mother: _____

Mother's Father _____

Father's Mother: _____

Father's Father: _____

Grades 1, 2, 3 (Primary) Mt. Hope/Nanjemoy Elementary

Prerequisite: Children should know the basic type structure of their home - One Story, Two Story, Trailer.

Objective: To make a paper model of their own home.

Concept: Basic needs and how they are met.

Issue: We all have the same basic needs. Shelter is one of them. How we depend on others to meet these needs.

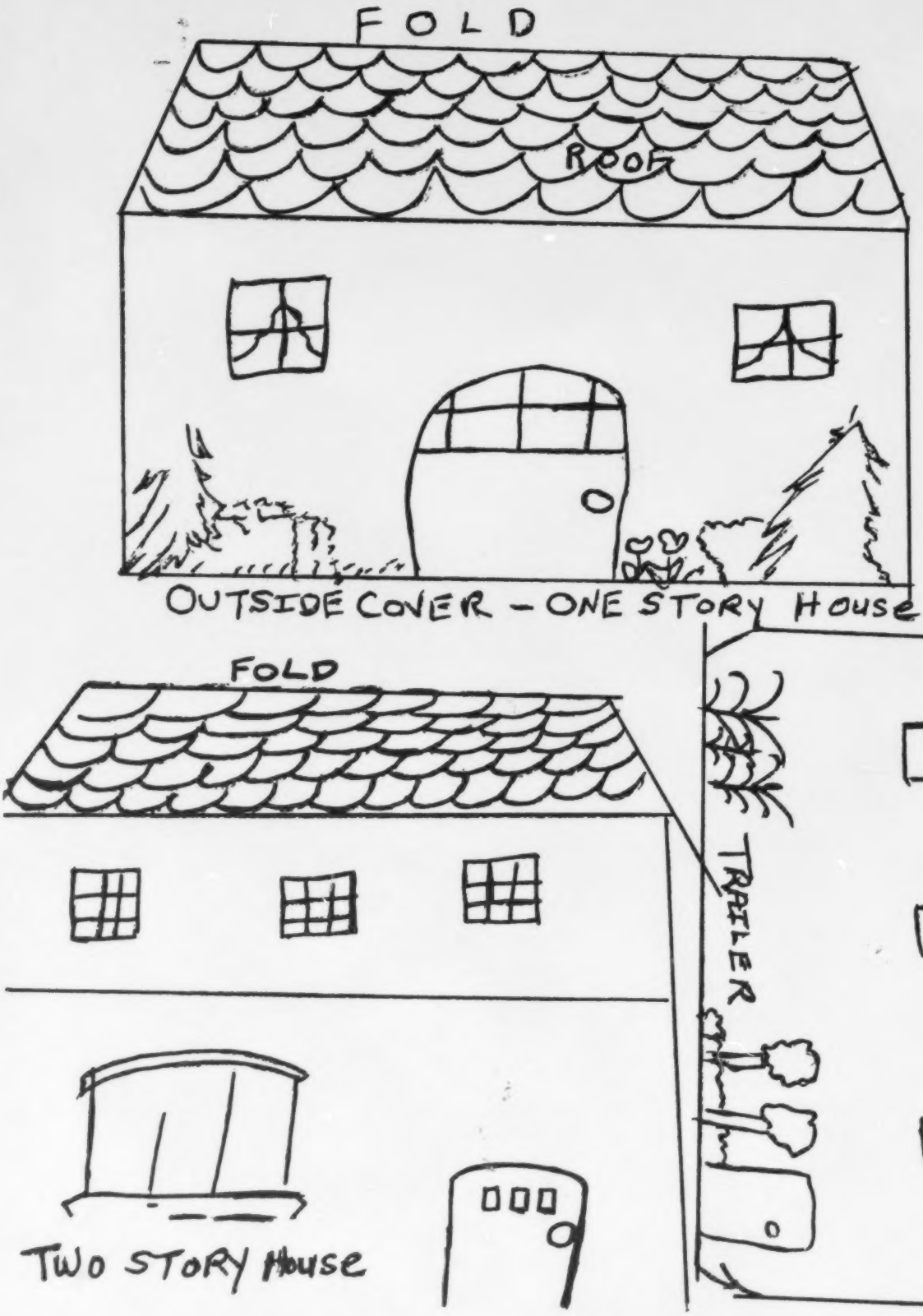
Culture: One's own.

Materials: Crayons, Pencils, White Drawing Paper:
Microphone
For one story house-12"x18" size
For two story house-18"x24" size
For trailer-12"x18" size

Prodecure: Construct a model of the student's own dwelling by folding the piece of drawing paper in half. Do not cut on the Fold. The Fold represents the roof. Cut ends in the shape of a house. See sample attached. Have the children draw and color the front and back to match their own home. Put in windows, doors, and decorations on the outside. Set up a microphone in the room. Have children hold up their folder and talk about it to the class,using the microphone. Color of the home, how many windows, how many doors, the decorations outside, etc. Have children draw pictures of the family members inside the folder. Tell them to include their own picture. Discuss roles of the family members, sameness of roles, and how we depend on family members and how they depend on us.

Follow-up Activity: Show filmstrip, Robert and His family w/ (cassette); make clay models of structures in different environments: tents, desert, igloos, houses on stilts (tropical Rain Forest).

Evaluation: Children seemed to understand that although we all live in homes that are not alike, we are similar in that we all need shelter. They were able to name the family members and what their role was. They discussed their role in the family. Learned that Mothers and Fathers in different families assume different roles.


FOLD
ROOF
OUTSIDE COVER - ONE STORY HOUSE
FOLD
TRAILER
FOLD
TWO STORY HOUSE

Grade Two

Rosemary Lesher
Dr. S. A. Mudd Elementary

Prerequisite: Discussion of world problems.

Objective: Students will recognize the benefits of diversity among peoples and cultures and continents. students will become familiar with the world map.

Generalization: Problems facing the world such as pollution, require cooperative endeavors by all peoples of the world.

Concepts: Cultural diversity.

Materials: Pencil, paper, a zoo, world map (informational books such as encyclopedias)

Procedures: As a culminating activity (after previous discussions of world problems including a discussion and study of environmental problems, specifically pollution, land usage, overpopulation) go to the National Zoo. Have children list, as they proceed through the zoo, six favorite animals with the location of their natural region (from signs on cages). On the next day, with the class, list animals next to their region (perhaps with yarn showing exact location). Have children write a creative story on their six animals including the answers to these questions:

1. Why do you like this animal?
2. How would you feel if it became extinct?

After sharing ideas, in a discussion, bring out the following points and questions:

1. Look again at all the parts of the world that these animals originated from. Different places have interesting things to offer.
2. If the world continues to be polluted and little or no improvement is made, why might these animals become extinct? Do we have some of the same needs as these animals? If many animals became extinct how might this affect us, as humans?
3. If you enjoy these animals, do you think other people do? Why?

Evaluation: Observation in discussions, written assignments and map work.

Grade Three

Mary Midgette
Dr. S. A. Mudd Elementary

Prerequisite: Map skills; concept of man's basic needs; and understanding of food as one of man's basic needs.

Behavioral Objective: The student will be able to understand and identify ways in which the Bedouin people are alike and different from Southern Maryland people.

Concept: People in communities all over the world are more alike than different.

Issue: One of Man's basic needs (food).

Culture: Bedouin (Desert people)

Materials: Filmstrips, book about Desert People, recipe book on Foods Around the World, foods eaten by desert people from a gourmet shop, magazines, manila drawing paper, shoe boxes, tapes and recorder (sound of communities), books also with the same title, individual evaluation forms to show how they feel about Bedouin food as compared to Southern Maryland.

Procedure: This lesson begins by discussing man's basic needs in regards to his geographical location.

1. Does hunger exist with this group of people?
2. Are they able to support themselves or do other countries help support them?
3. Is there a food shortage in this country?
4. How do they get their food?
5. How would you compare them with the people of Southern Maryland?

Activities: Divide students into groups and have them find foods eaten by Southern Maryland people while others find food eaten by Bedouin people. (Using magazines)
Have them discuss how they would feel being a Bedouin for a day having to eat their food.
Carry lesson over to the next day by having students bring some of these foods from both groups and having a food tasting party for 15 or 20 minutes.

Evaluation: Questions to test objectives.

Grades 4, 5 (Intermediate) Mt. Hope/Nanjemoy Elementary

Prerequisite: Outlining skills; research skills; map skills.

Objective: This unit will concentrate on the geographic, economic, sociological and cultural features of the country.
The child will be able to organize a report by taking notes, making an outline and writing the report in their own words.
The child will be able to read and interpret different kinds of graphic materials (maps, globes, charts and graphs).
Demonstrate the ability to work effectively in a group by planning and following through on a project.
Be able to collect, organize and evaluate information about a special person, place or event using both print and non-print materials and applying various communication skills.

Generalization: Man has worked, through all time and in all regions of the world, to meet basic human needs.
Environment affects man's way of living.
The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling and acting.
People of all ethnic groups have contributed to the cultural heritage of mankind.

Concepts:
1. Bolivia is a land-locked country.
2. More than half the people are Indians who speak only an Indian language.
3. Another one third of the people are Mestizos.
4. Spanish is the official language of the country.
5. La Paz is one of two capitals of Bolivia. Sucre is the official one, but most governmental business is carried on at La Paz.
6. Three out of four people in Bolivia are farmers.
7. Fiestas are important part of life in all Latin American countries.
8. Bolivia's tin mines.
9. Unused good farm land.

Culture: Spanish and Indian.

Materials: Encyclopedias, maps, dictionaries, Spanish music, Spanish dictionary, Spanish foods, Resource people, filmstrips, bulletin boards and other displays.

Procedure:

1. Introduce unit through whole group lesson.
2. Teach vocabulary through Centers
3. Group work for map skills and further research.
4. Group reports.
5. Filmstrips.
6. Use resource people information.
7. Have a "Bolivia Day" - music, meal.
8. Plan and present a "Tour of Bolivia" for the other students in school. Display brochures, artifacts, maps, projects, charts, posters, etc. that have been collected during the unit.

Evaluation: Circle of knowledge; test; oral reporting to class.

Follow-up: Art pictures; creative writing; field trip to a place that would have exhibits or displays on the country's culture.

Grade Five

Peter A. Rose
Thomas Jefferson School

Prerequisite: General awareness that we are all immigrants. Immigrants have special needs and problems.

Objective: To understand that in different parts of the world there are different cultures. Many individuals have emigrated to the U. S. bringing with them their customs and morals.

Generalization: The United States is a nation of Immigrants.

Concept: Alienation, prejudice.

Culture: European attitudes and morals as compared with "American" attitudes and morals.

Materials: Vocabulary list: Ancestor, immigrant, descendants, contribution, famine, prejudice, freedom, persecution, minority.
Sample "Letter from Parents".

Procedure:

1. Distribute Vocabulary lists.
2. Each child is to write his own definitions of each using a dictionary or encyclopedia.
3. Discuss the familiarity of certain of these words. Where have you heard them? In what context are they used?
4. If possible a field trip could be scheduled to a local museum to note how immigrants have affected the way of life for all Americans. National Museum of History and Technology provides information and displays on this and on the nature of prejudice.
5. Brainstorm many reasons for immigrants leaving their homes to come to a new land. List these
6. Were the immigrants correct in their early assumptions concerning the U. S. (i.e. streets are paved with gold).
7. Pass out "Letter from Parents".
8. Each child should respond to this letter.

Evaluation: Completion of Step 8 (above).

Follow-up:

1. See Step 4 (above).
2. Take a poll of all children to see where the majority of families have immigrated from.
3. Pursue family tree activities focusing in on the concepts of acceptance and prejudice.
4. What kind of problems did they have originally? How did family members overcome them.

NAME _____ DATE _____

IMMIGRATION

ONE NATION THE U.S. pp 41-49

Directions: In your own words write a sentence or two to describe each of the following words. Use any source you might need.

a. Ancestor

b. Immigrant

c. Descendants

d. Famine

e. Prejudice

f. Freedom

g. Persecution

h. Minority

Note: List at least three additional words you have found new or interesting.

21 Anywhere Street
Somewhere, Europe
December 23

Dearest Children,

Your mother and I are becoming more discouraged with life here. We hate to leave our home. We were so happy in the past. Can you tell us what makes the United States such a wonderful place? Why should we give up everything we know(and once loved) to move to a new country? If we do come to America, are there any problems we should expect?

Please write soon!

Your loving father

Grade Five

James Richard
Dr. Mudd

Prerequisite: Understanding of representation of world population.

Objective: Students will realize that overpopulation affects people's employment, food supply, medical care, and many other aspects of their lives.

Generalization: Population and overpopulation affect individuals in many ways.

Concepts: Overpopulation

Culture: India

Materials: Chalk on rope, floor space.

Procedure:

1. Draw a large circle on the floor or put the rope out to form a circle. The circle should be large enough to accommodate approximately 12 people.
2. Have 12 pupils distribute themselves outside the circle. Every ten seconds allow one child to enter the circle. As each child enters the circle he should begin to move around, trying to stay within the boundaries. Indicate that they represent the population of India.
3. After all of the 12 pupils have crowded into the circle, they should continue moving as fast as they can for approximately three minutes.

Evaluation: After the students return to their seats discuss their reactions to the activity - how they felt when another person entered the circle. The discussion should take in the accompanying problems of overpopulation.

1. How does overpopulation affect a person's life? (high unemployment, shortage of food, poor medical care, insufficient housing, etc.)

Assign a paragraph in which the student tells how overpopulation affects a person's life.

Follow-up: Discuss possible solutions to the problem of "overpopulation in the circle community".

Source: Adapted from Educational Insights, 20435 South Tillman Avenue, Carson, CA 90746.

Grade 5, 6

Delores Dudley
Gage-Eckington

Prerequisite: Use of index and table of contents, reporting.

Objective: Students will
1. recognize that students around the world eat different kinds of food.
2. identify foods from different countries.

Generalization: Where we live in the world determines the kind of foods we eat.

Issue: Food

Culture: Selected

Materials: Pictures, books and any other references.

Procedure: Prior to this lesson the teacher should have selected books and other materials to be used in this lesson.

List countries to be considered at least one to represent each of the continents.

Assign children to work with each country or have students select according to interest.

Using previously prepared materials, students prepare a list of foods enjoyed in each country.

Each group presents findings.

Discuss similarities and differences in findings.

Follow-up: Using lists of foods, prepare sample breakfast, lunch and dinner menus.

Prepare a dish for class to sample.

Grade 5, 6

Delores Dudley
Gage-Eckington

Prerequisite: Map skills, Concept of the term "interdependence", research skills.

Objective: The student will recognize how countries of varying degrees of wealth and resources are dependent on each other for goods necessary in supplying basic needs for life.

Generalization: Countries having varying degrees of wealth and resources are, in fact, interdependent.

Issue: Interdependence

Culture: No specific culture.

Materials: World products map, world map, cards listing two countries to be compared.

Procedure: Teacher directed discussion

1. Map symbols representing products and resources.
2. Economic conditions of sample countries.
3. Implications for interdependency based on economy.
4. Distribute cards showing pairs of countries (students work in groups).
5. Students use world products map to list products and resources of each country in pair.
6. Students use lists to determine interdependency of two countries.
7. Students prepare chart of findings to present to class.

Follow-up: Draw a map of one of the countries showing its resources.
Select one country. Research to find reasons why that country is considered rich or poor.
Write a brief composition on how countries help each other.

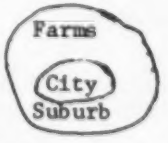
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

GLOBAL EDUCATION PROJECT

Anecdotal Observation Record

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Looked at people in our classroom. Compared eyes, hair color and texture, body height, build, skin color - things we like, things we don't like. Told children those with blond hair could have recess and those without blond hair couldn't. (All did go out to recess, however.)	Similarities and differences - Needs in common - More similarities than differences - Each community must have rules that are fair to everyone.	Students at first didn't really look at each other or didn't want to feel each other's hair, but soon students though it was a lot of fun. Students really were upset when the dark haired ones couldn't go out to recess. "It's unfair".	At first, I didn't think the students would participate, but they did. Very emotional responses when some couldn't go out. I think everyone realized that just because someone looked different didn't mean he should be treated different.
	Went back over pictures of the communities around the U. S. in study prints and textbooks, emphasizing the people's physical characteristics.	There are more similarities than differences. Communities are composed of groups of people of varying ethnic and cultural backgrounds.	Students were aware of the physical differences but said that we needed these people cause their jobs were important to us. If we lived together separated by hair color (all blond children must live here - all dark haired live here- or by eyes) they would lose a lot of friends or maybe even family. They didn't like that.	Students all concluded they liked it the way it is - a mixture of people and cultures. I was pleased that students really seemed to think physical characteristics made no difference.
	Worldview Filmstrip: Hats and Shoes People Aroung the World	All people have many needs in common - There are more similarities than differences-	At first, students laughed and made fun of the different hats and jewelry. Very negative remarks were expressed	I was quite distressed with students reaction, but when we compared the similarities and <u>reasons</u> for different hats and jewelry students were more acceptable.
	Worldview Filmstrip -Homes Filmstrip - Different homes around the world. How are they like our houses? Why might they be different from ours?	All people have many needs in common - there are more similarities than differences. The natural environment helps to determine the ways of people homes.	Again, same reaction - Laughing, negative remarks, "Look at that dumb house". Once explanation was given as to the <u>why</u> of mud and water huts, or igloos tents or straw, etc. Children's opinion were more positive. Some wanted to live in an igloo or straw house - it might be fun!	Again, quite distressed, but pleased when children understood and accepted the reasons <u>why</u> - they even began to formulate reasons why as we continued the filmstrip... and expressed similarities of our own houses.

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Textbooks, Filmstrips, study prints on different communities around the world. Discussed if pictures showed cities, suburbs, or farms. Discussed how communities were like ours - and how they were different. Do these people need food, shelter, clothing and affection too? Do they seem to live and work together - and depend on one another too?	All people have many needs in common - There are more similarities than differences - Recognizes the benefits of diversity among peoples and cultures. Individuals may practice different customs and possess a different value system, but be effective citizens within their culture.	Less negative reaction - students enjoyed finding comparisons with our country. One student stated - We can learn different stuff from them. Some day even a spaceship may come to our world and they might look weird but maybe they can tell us something good we don't know yet.	Pleased with students progressing, accepting attitude.
	What are the needs of a city community? Looked at pictures of different cities in U.S.A. Made a chart of the needs of city people.	All people have many needs in common.	At first, children seemed to have difficulty separating needs from wants. After discussion, children came up with a good basic needs chart; (Food, clothing, shelter, affection).	Very stimulating and involving discussions. Children finally reached an agreement on what a basic need is although, some items were placed into 2 headings.
	Filmstrip: Moving Goods in the City and To the City. Discussion! Many people and many different kinds of work are necessary to supply all the needs of the people in the city. (U. S. A.)	To show the interdependence of communities and products of different regions are needed by communities. All people have many needs in common.	Children seemed to have good background knowledge of transportation and had good understanding of different workers' jobs. Students were enthusiastic when playing charades of city workers or making riddles of ways of transporting goods.	Since children had good background, discussion was easy and conclusions were easily drawn. All children agreed that modern technology made transportation of goods much easier today.
	Filmstrips: Vacation in the city. Playing in City Streets, City Parks	All people have many needs in common (recreation good land usage, City streets).	Everyone agreed that people need to have fun. One student said that if all we did was work, we would get sick and go crazy and might even die.	Students enjoyed sharing what they did to have fun. They concluded other people probably did much the same things.

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Filmstrip: The Suburbs, A Visit to a Small Town. Looked at different pictures of suburbs in the U. S. A. Do you think these people need the same things as people in the city? Made a chart-compared city needs to suburban needs.	All people have many needs in common	Children had less difficulty separating needs from wants. Agreed suburban people needed food, clothing and shelter and affection too.	A very good discussion. Children pointed out that less transported goods went to the suburb because there were less people. But some suburbs were growing - talked about changes in Waldorf.
	What is the difference between a city and suburb? Discussion. Looked at differences in homes and similarities.	Land Usage	Some pictures of suburbs confused children since they looked similiar to cities, but students concluded houses seemed to have more space than city housing - generally.	Good discussion - most students agreed that they rather live in a suburb because a city can be dirty and crowded.
	Filmstrips: The Farm Discussion - What are the needs of a farm community? What are the needs they supply to others?	All people have many needs in common	Children quickly concluded farm people have the same basic needs as other people.	I was pleased when students themselves stated that importance of supplying food to others from the farms.
	What is the difference between a city, farm and suburb?	LAND USAGE 	Students responded that farmers needed a lot of room to raise crops, cattle, or any livestock. It wouldn't work well in the city or suburb.	Students concluded that some land was needed for factories, stores, houses and land had to be saved for only raising food and livestock.
	Creative Writing - Paragraph for Mr. Vermeulen - Thanksgiving, A time to be thankful for what we have. Compared our stories.	All people in the world have many needs in common.	Students were able to quickly list things they were thankful for - mostly their food, homes, clothes, toys and family and friends.	Seem to fully understand what the basic needs really are. Realized that they had many things they didn't really need.

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Map and Globe Skills - Made map of room, looked at map of community, Southern Maryland, Washington, D. C., U.S. Map, World Map. Had students find locations of various places.	To teach students what a map is, its symbols and to give students an idea of size, location and different features of the world.	Some students had difficulty making a map of the room. Were confused at first about sizes of cities, states, countries, continents especially when shown different kinds of maps and the globe. (Example: One minute Charles Co. is large and then its hardly a dot.) Had trouble with direction - North, South, East, West. Many were surprised that Maryland was so small compared to the rest of the large world. Very surprised that there <u>really</u> <u>was</u> so much water.	Seem to have had very little exposure to maps, however with continuous exposure to maps, students seemed to understand better the different kinds of maps and globes. I doubt if they can really conceive the size of the world but they understand placement of countries better - Plan to refer to maps throughout year.
	Filmstrip: Children All Over The World. Discussion.	Similarities and differences - Needs in common- More similarities than differences.	Some children were surprised at the different kinds of schools - and writing - One child said that he would like to go to school outside. It looked like fun.	Students were able to list the similarities and differences but came up with more similarities. They stated that everyone needed to go to school to learn how to read and write to help them when they grow up.
	After discussions from previous days on our community services in the U. S. on health, I showed pictures I had collected of people in the U. S. and foreign countries who had very little and/or were hungry or starving. Questions such as: Do these people look happy? How do you think they feel? Do you think they need anything? What might some of their problems be?	Food and Hunger - Scarcity - All people in the world have many needs in common.	Many students expressed negative reactions such as "Ugh" and "Oooh". Students didn't seem aware that so many were without and lived that way. After a discussion, students expressed concern. Why don't they have food? I wouldn't want to live that way. Do people really live that way?	I was glad students expressed concern after their negative remarks.

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Discussion: Does anyone help these people? Should anyone help these people if they have enough to share? Discussion of roles of VISTA, Peace Corps, World Health Organization, UNICEF, CARE, HOPE, Red Cross and various religious organizations (Example: United Christian Fund)	All people in the world have many needs in common. Problems facing the world such as over-population require co-operative endeavors by all peoples of the world.	Students expressed concern. Were glad someone was helping. Why doesn't everyone help? After showing one particular photo of long lines just to receive a small amount of food, some students were almost mad they were so concerned. Some wondered if we could keep on giving forever - would we run out?	Was pleased the students were concerned. Seemed to be realistic - Made good points that they should grow their own food too - continued to teach them how and furnish those supplies.
	Took clippings from newspapers and magazines of areas where there were current health or hunger problems and located the places on the map and globe.	Map and Globe skills - location skills	Students still had trouble locating countries needed to read labels to find the countries.	Students are beginning to become familiar with the continents.
	Filmstrips: Christmas Customs around the World. Discussion on similarities-differences.	Recognized that each individual's perception of the world is his own shaped by his experiences and not necessarily shared.	Students seemed very interested in the way others celebrated Christmas.	Since students are always excited about Christmas, this was a good way to learn global customs of the holiday.
	Worldview Films: Bread and Rice. Showed different foods, ways of eating, ways of making food -	All people in the world have many needs in common. Individuals may practice different customs and possess a different value system, but be effective citizens within their culture and live cooperatively with other cultures.	Students first expressed negative attitudes when shown pictures of how various people made their bread. Some students were surprised that some people didn't have stoves but cooked on the ground - or how they made bread (different shapes) and rice.	Was pleased when a positive reaction was expressed after discussions of why people may make bread that way.

Date	Learning Activity	Objective (s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Filmstrips - Looked at filmstrips on how we get our food both in U. S. and from other countries - trade.	All people in the world have many needs in common. Communities are dependent on other communities for various products in the shopping center. Similarities and differences.	Students knew not all food came from one area. Knew that (Example) fruit had to be shipped from warm weather places - beginning to see that environment affects what one has to offer in food. -	Pleased that students realized the importance of trade and how we must depend on one another to get the things we like.
	Students made a list of the things they consumed in one day. Do we really need all that we are consuming?	Recognizes the problems facing the world community. All people have needs in common - problems facing the world such as over-population.	Students realized that they didn't really need to eat all the food that they consumed in one day. Some children expressed that they were lucky to have this food to eat.	Students beginning to realize individual self-worth. Everyone has the right to eat and be full - but realize problems existing.
	Charted places to eat in our community and what kind of food they offered and origins of food (Chinese, Italian, etc.) Looked in phone books - brought items in such as tuna from Norway - charted on maps (world). Discussed possible routes other countries might have shipped their goods to us.	Recognizes and perceives the world as an interdependent human community made up of cultures that have more similarities than differences. Recognizes the inevitability and benefits of diversity among people and cultures. Map and Globe Skills.	Students seemed to enjoy collecting items or food products from other countries we use in our own community however, there wasn't an extremely large amount. Some students wanted to play store. While looking through newspapers, magazines, students said, "I found another!" Seemed to enjoy this more.	Most effective was the phone book and newspaper advertisements from local papers and Washington, D. C. Post. Student seem to realize that we do eat many different kinds of food from many cultures.
	Filmstrips, pictures and study prints showing kinds of food markets in U. S. and abroad. (Supermarkets, Country Store, open air markets, roadside stands) Produce transported on foot, donkey, ships, carts, trucks, plane, etc. Produce carried by consumer in carts, baskets, pottery, etc.	Similarities and differences - more similarities than differences to acquire knowledge about the subcultures in society and the diverse cultures of the world.	Students seemed interested in the filmstrips - one student pointed out it would be hard to carry all their groceries in a basket on their backs.	Students are able to recognize the similarities and differences.

Date	Learning Activity	Objective(s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	How has this technology helped us become closer neighbors in the world? Is this important?	Environment may affect ways of travel	Interested in the different customs.	
	Filmstrip - Easter Customs Around the World.	Similarities and Differences with more similarities than differences. All people of the world have many needs in common.		Good discussions.
	Preparation for Global Fair-Country - Italy. A look especially at two cities -Rome (how similar to Washington, D. C. and different) and Venice a city with no cars - just gandolas or walking - quite different - yet similar. Italian arts, dance, way of life, people - etc. - food - imports to U. S. - exports to Italy. Venice - problem of sinking. A look at Global Fair in the school - See what other classes have been studying - Culmination of ideas taught.	Individuals may practice different customs and possess a different value system but be effective citizens within their culture and live cooperatively with other cultures. Recognizes and perceive the world as an interdependent human community made up of cultures that have more similarities than differences. Environment may effect ways of travel. Recognizes the inevitability and benefits of diversity among peoples and cultures. Recognizes individual self-worth.	Students seem enthusiastic about learning about Italy. Especially enjoy learning the Italian dance and constructing the cities of Rome and Venice - not too interested in making the maps - not too many artifacts collected from Italy. Really liked the Italian money-students looking forward to global fair. Very surprised a city like Venice had no streets but water and gondolas. Liked all the pigeons in St. Mark's Square in Venice. Many didn't know who the Pope was.	Pleased with overall discussions and very good art projects. I am surprised that boys enjoy the Italian dance.
	Future Unit - I am an American Family Roots			

Date	Learning Activity	Objective(s)	Description of specific behavior or response of students to learning activity	Teacher reaction to learning activity and student response
	Have been studying- Pollution and Ecology and classified types of pollution. Students were asked, Do you think other countries have pollution? Why? Why should we bother to clean up our environment? Should everyone clean up his environment?	All people in the world have many needs in common. Problems facing the world such as pollution require cooperative endeavors by all peoples of the world.	Students quickly answered yes other people would have to have pollution- other people have trash, cars, factories - need to drink water and breathe the air. Yes we should all help to clean up the environment because we all live on the same earth.	Was pleased students were able to draw these conclusions. They did not come up with moving air currents or ocean waters, however. Later we discussed these.
	Studied the region of Kenya. Discussed the T. V. show on Kenya - the elephants- Problem: Elephants are coming periodically into villages disturbing people and crops - villages are expanding outward - should we tell people to give up land and let elephants have land or periodically destroy wildlife (which has already been done) -need land for farmers but should preserve species.	Land Usage Problems facing the world such as overpopulation, aid endangered species (possible) require cooperative endeavors by all peoples of the world. Recognizes individual self-worth. Should we do anthing to aid these people? - or animals?	Students definitely wanted the elephants to live - students stated can't the elephants live - they have rights too- they should live- can't zoos take them, but elephants like to run in big spaces - people need the food from farms - can't we fly them to other places? (people) - I wouldn't want to leave my home. (Most students wanted the elephants to have the land).	Very emotional discussion- students really saw the problem of land usage here! Students had few solutions - didn't really know what to do. Several children had watched the program the previous evenings.
	Asked students to list all the ways people could travel, they could think of - how do you think most of the world travels? Textbooks - (Global - People in Communities) People of the Desert (NOMADS), The Vorba Way of Life, The Thai of Bangkok, The Norwegians, South America - Concentrating on <u>how</u> people transportated themselves depend on location, environment, money, etc. - A look at people who don't totally rely on cars, buses - Showed filmstrips on other countries with heavy emphasis on cars, trucks -	All people of the world have many needs in common. Individuals may practice different customs and possess a different value system but be effective citizens within their culture and live cooperatively with other cultures. Recognizes and perceives the world as an <u>interdependent</u> human community made up of cultures that have more <u>similarities</u> than differences.	Most students quickly came up with cars, boats, trucks, planes, busses, and trains - showing good background on general transportation - however, no one thought of walking or using animals - until I said, "What about animals"?. Students especially enjoyed the film on nomadic life in the Bedouin Desert communities - some students laughed with lack of children's clothing - however, when explained it's very hot - they accepted reasons - same with adult "veils" - when explained dust storms - again accepted - Students liked the camels and tents and school in the sand.	Very pleased with discussions - seemed to have high interest.

GLOBAL AWARENESS EDUCATION PROJECT

"Our Family Roots"

Falls Church Public Schools
Falls Church, Virginia

Grade One Curriculum
Family/Folk Traditions of
Mexico, India and Holland Compared

Susan Krupa
Mt. Daniel School

General Objective: Understand that different cultures may have varying family structures and each member assumes particular responsibilities.

Attitudes : 2, 4, 6

Generalizations : 3

Objective
Lesson - 1

Objectives	TEACHING STRATEGIES
Concept- Family structure Concept- Division of responsibility and labor Generalization - A family is made up of a certain number of members. Generalization - Each member has a certain role and responsibility. Attitude- Accepts diversity as natural. Skill - Gains information through observation, listening, noting details and making comparisons. Materials - Refer to Bibliography Study Print Map or Globe Book - on family native to country being studied (Mexico, India, Holland)	1) Have students observe a family picture of particular culture. 2) Use a globe or wall map to show student where this family lives in relation to our home. 3) Have students identify the family members in the picture. Compare with own family. 4) Read story about a family in this culture. 5) Examine the responsibilities of each family member. a. Who provides for the family? b. Who is responsible for taking care of children? c. Who is responsible for taking care of the home? d. What are the responsibilities of the children? 6. Make comparisons with own families. 7. Divide a piece of drawing paper in half. Children will draw a picture of their family in one half and a picture of the particular family group on the other.

Objective

Lesson 2

Global Education Project
Grade 1

TEACHING STRATEGIES

Objectives

Concept - Family structure

Concept -Division of Responsibility and labor

Generalization

A family is made up of a certain number of members.

Generalization - Each member has a certain role and responsibility.

Attitude - Accepts diversity as natural

Skill - Gains information through observations, listening, noting details, and making comparison.

Skill - Creative expression

Skill - Dramatization

Materials - Refer to Bibliography

Film - On Family Roles

Center - Materials
Tongue depressors
Body outlines
Crayons, scissors

Book - Global Perspectives - A Humanistic Influence on the Curriculum

1. Students view film on particular family

2. Continue to discuss family responsibilities from previous days lesson. (Lesson 1) in conjunction with film.

3. Prior to this unit of study the students should be taught pantomime skills. - Talking Without Words, P.20-21 of Global Perspectives: A Humanistic View on the Curriculum.

4. Meet with small groups to pantomime one of the family members performing an activity. Child will wear a sign. (mother, father, child, grandfather, grandmother,etc.) Students is group guess the activity of the family member.

5. Teacher records student responses on a chart and shares information with all students.

* Puppet Theatre Center

During activity time the students will take turns visiting this center to construct simple puppets out of paper and tongue depressors. The students will dramatize the roles discussed and interact the puppets in family situations. Students will be encouraged to share dramatization with class.

Global Education Project
Grade One

General Objective: Understand that the types of food, their preparation and the social aspect of the meal vary among cultures.

Attitudes: Attitudes 2, 4

Generalizations: 1, 2, 7

Objective
Lesson 3

Objectives	TEACHING STRATEGIES
Concept - Similarity of needs. Generalization - All cultures have many things in common. Generalization - Every culture provides for the biological needs of their family. Attitudes - Accepts diversity as natural Skills - set up hypothesis Test Hypothesis Make comparisons Materials - Refer to Bibliography Book on foods native to particular country. Filmstrip of Study Prints relative to particular country.	1. Identify the foods that are grown in the particular country by reading a story. List foods mentioned in the story. 2. Compare similarities and differences of foods. Why do they eat foods we don't eat? 3. Where do you think people get their food? Children state hypothesis. Children analyze frames of filmstrip or study prints for information. Compare differences and similarities. Teacher records responses to question. 4. Who prepares the food? (Refer to previous lesson on family roles and responsibilities) 5. Where is food prepared in the particular country? Where is it served? Children state hypothesis and then analyze frames of filmstrip or study prints for information. Compare similarities and differences. Teacher records responses to question. 6. Show picture of family of the particular culture at a typical meal. Compare similarities and differences.

Objective

Lesson 3

Global Education Project
Grade 1

TEACHING STRATEGIES

Objectives

Concept - Similarity of needs.

Generalization - All cultures have many things in common.

Every culture provides for the biological needs of their family.

Attitudes - Accepts diversity as natural

Skills - Planning

Cooking

Reading a recipe

Materials - Refer to Bibliography

Cookbooks

Cooking utensils

Food from culture

1. Teacher meets with small groups (8) of children to plan menu.
2. Review chart on kinds of food.
   a. choose menu
   b. kinds of food needed for receipe
   c. utensils needed
   d. table setting
3. Each group will take turns in planning and preparing one of the three cultural meals.
4. Each child will be responsible in bringing to class one item for the meal.
5. All children simulate meal of culture.

Lesson 4

General Objectives: Understands that different cultures have made varying contributions in the artistic world.

Attitudes: 1, 4

Generalizations: 3

Objectives	TEACHING STRATEGIES
Concept - Cultural , Diversity Generalization - Each culture possesses an art which may be unique to that country. Attitude - appreciates cultural contributions of others. Skill - Construction of musical instruments. Listening to music. Musical participation. Materials - Refer to Bibliography Maracas - paper mache, beans, sticks, paint Sitar - box, elastic bands, paint Record - Folk Music and songs of India, Holland, Mexico	1. Students learn about instruments native to the particular country, through artifacts, pictures and recordings. 2. Students construct simple instrument. a. India - make sitar - like instrument b. Mexico - make maracas c. Holland - learn song and/or dance. 3. Children listen to folk music of that country. Use instruments along with music.
Objectives Concept - Cultural, Diversity Generalization - Each culture possesses a musical style which may be unique to that country. Attitude - Appreciates cultural contribution of others. Appreciates various musical sounds. Skill - Interprets music through creative expression. Learns varied musical styles. Materials - Refer to Bibliography India - Ravi Shankar Mexico - Ravel - Belero Holland - Classical Artist	1. Listens to classical music native to particular country. 2. One or all of the following activities may be done: a. Write stories to go along with classical music. b. Pantomime story c. Paint pictures of what music suggests Share art work

Objective

Lesson 5

Global Education Project
Grade 1

TEACHING STRATEGIES

Objectives

Concept - Cultural Diversity

Generalization - Each culture possesses an art style which may be unique to that country.

Attitude - Appreciates cultural contribution of others.

Appreciates various art forms

Skill - Creative self-expression through art

Learns various art mediums

Learns about different artists

Materials - Refer to Bibliography

Art Prints

Mexico - Diego Rivers

India - Artifacts of Textiles

Holland - Van Gogh

1. An artistic work from the particular country will be examined by the students.

2. Each student will be given the opportunity to express themselves through an art medium.

   a. Mexico (Diego Rivers) construct mural which will tell story of what children have learned.

   b. India - (Textiles) printing on material

   c. Holland - (Van Gogh) painting with emphasis on artists technique.

BIBLOGRAPHY

Materials

Study Prints

Silver Burdette, Living in Mexico, Families Around The World

Study Print - Van Gogh

Study Print - Diego Rivers

Inter-Culture Associates - Study Prints, India

Films

Lesson No. 2 - requires film on Family Roles of Mexico, India, Holland

Department of Education, Richmond, Virginia, Mexican Boy - The Story of Pablo #72708.

Department of Education, Richmond, Virginia, Farmers of India - Middle Ganges Valley #2408

Educational Dimensions Group - People of India

Books

King C. David, Global Perspectives. A Humanistic Influence Of the Curriculum Phamplet #3 - Communications

Unicef - Sing Children Sing

Cooper and Ratner - Many Hands Cooking

Mexico - Perkins, Lucy - Mexican Twins

Balet, Jan, - The Fence

Ets. Marie & Gilberts and the Wind

Thomas, Margaret - Carlos Our Mexican Neighbor

Marx - About Mexico's Children

India - Gidal, Sonin - My Village is India

Larsen, Peter - Boy of Nepal

Hahn, Emily - First Book of India

Bothwell, Jean - Little Boat Boy

Holland - Krasilovshy - The Cow Who Fell In the Canal

DeJong, M. - Journey from Peppermint Street

Cohn, A. - The First Book of the Netherlands

Barnouw, A. J. - The Land and People of Holland

Records

Ravi Shankar

Ravels - Balero

Holland - Classical Artist

Folk Music and Songs (Mexico, Holland, India)

Artifacts

Textiles of India